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ABSTRACT

Rural school districts in five Arkansas towns set up school-based development corporations (SBDCs) to provide vocational and career training relevant to the needs of rural high school students and the community and to improve the economic and social welfare of the community as a whole. Each SBDC owned and operated businesses using student labor supervised by school faculty, generated income-producing opportunities, coordinated local development efforts, trained young people in marketable skills, promoted development of managerial and entrepreneurial skills, and stimulated needed community social services. The SBDCs described in the study include newspapers, a roller skating rink, a day care center, a temporary employment service, a photo lab, a movie theater, and a public beach. Narrative descriptions of each project relate successes and failures, community and participant attitudes, and results. Evaluation reports contain socioeconomic and educational objectives, outcomes, financial statements, and summary evaluations. A first year evaluation report of SBDC's sponsoring agency--the Arkansas Community Education Development Association--includes goals, objectives/outcomes, a financial statement, and a comments section which notes that each community now has a real "laundry list" of potential activities for Year Two of the project. (LFL)

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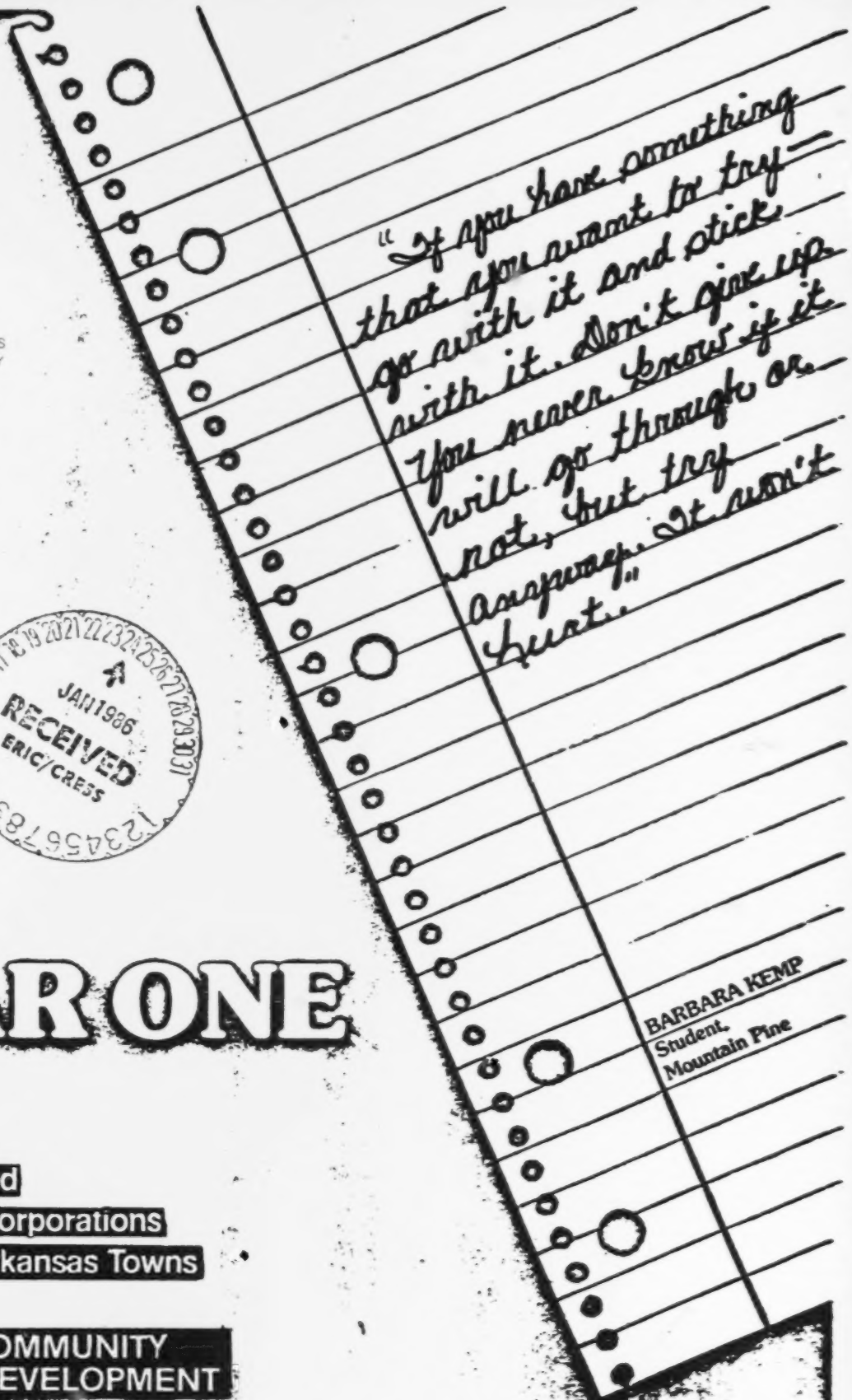
"If you have something that you want to try— go with it and stick with it. Don't give up. You never know if it will go through or not, but try anyway. It won't hurt."
BARBARA KEMP
Student
Mountain Pine

YEAR ONE

An Evaluation Of School-Based Development Corporations In Five Rural Arkansas Towns

ARKANSAS COMMUNITY EDUCATION DEVELOPMENT ASSOCIATION

JUNE 1982

RC015574

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ACKNOWLEDGEMENTS

A special "thank you" is given to the many students, parents, community leaders, school board members, superintendents, principals, and teachers from Pangburn, Mammoth Spring, Mountain Pine, Arkansas City and Clarendon who are making rural Arkansas School-Based Development Corporations become a reality. Many of them have been gracious enough to be involved in the personal interviews that make up the narrative—the most important ingredient of this evaluation report.

We wish to recognize the originator of the school-based development enterprise concept, Dr. Jonathan P. Sher, although he has not been directly associated with the rural Arkansas SBDC. Dr. Sher lives in Chapel Hill, North Carolina, where he heads a consultant firm, Rural Education and Development, Inc. Dr. Sher is the editor/principal author of a book entitled Education in Rural America: A Reassessment of Conventional Wisdom (Boulder, Colorado: Westview Press, 1977). In Chapter 8, pages 291-346, Sher describes school-based development corporations in detail.

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INTRODUCTION

Five rural Arkansas school districts/communities have been standing out from other rural Arkansas communities this past year. The reason? They have gone into business for themselves. They have set up School-Based Development Corporations.[1] The school board members and superintendents have taken some calculated risks that most rural school districts in other parts of the country won't even consider, that is, attempting to operate profit-making school-based enterprises and needed community services.[2]

Does it sound unusual or is it just a bit ahead of its time, maybe unconventional? It may be "an idea whose time has come."

To understand this first year evaluation of the rural School-Based Development Corporation and the School-Based Development Enterprises, we need first to consider their conceptual base.

The basic concept is described by Jonathan Sher in Education in Rural America: A Reassessment of Conventional Wisdom as the school-based community development corporation, an approach to both rural school improvement and the rejuvenation of rural communities threatened by economic decline. According to Dr. Sher, "the school-based development enterprise (SBDE) concept was identified as a logical process of integrating rural schools into the economic development of their community. Simply put, the school-based development idea is to create an organization under the sponsorship of a rural school district, whose purpose is two-fold: (1) to function as a full-fledged community development corporation working for the economic and social welfare of the community as a whole, and (2) to provide vocational and career training for rural high school students that is relevant both to their own needs and the needs of their community as identified through the school-based development corporations (SBDC).

"The function of the school-based development enterprise is to: (1) Own and operate businesses, services and other productive enterprises in a local community, primarily using student labor supervised by the school faculty. (2) To generate or attract income-producing opportunities in the community. (3) Serve as a coordinator of local development efforts. (4) Train young people in marketable skills, promote the development of managerial and entrepreneurial abilities. (5) Stimulate the development of community social services that conform to local needs, interests and circumstances.

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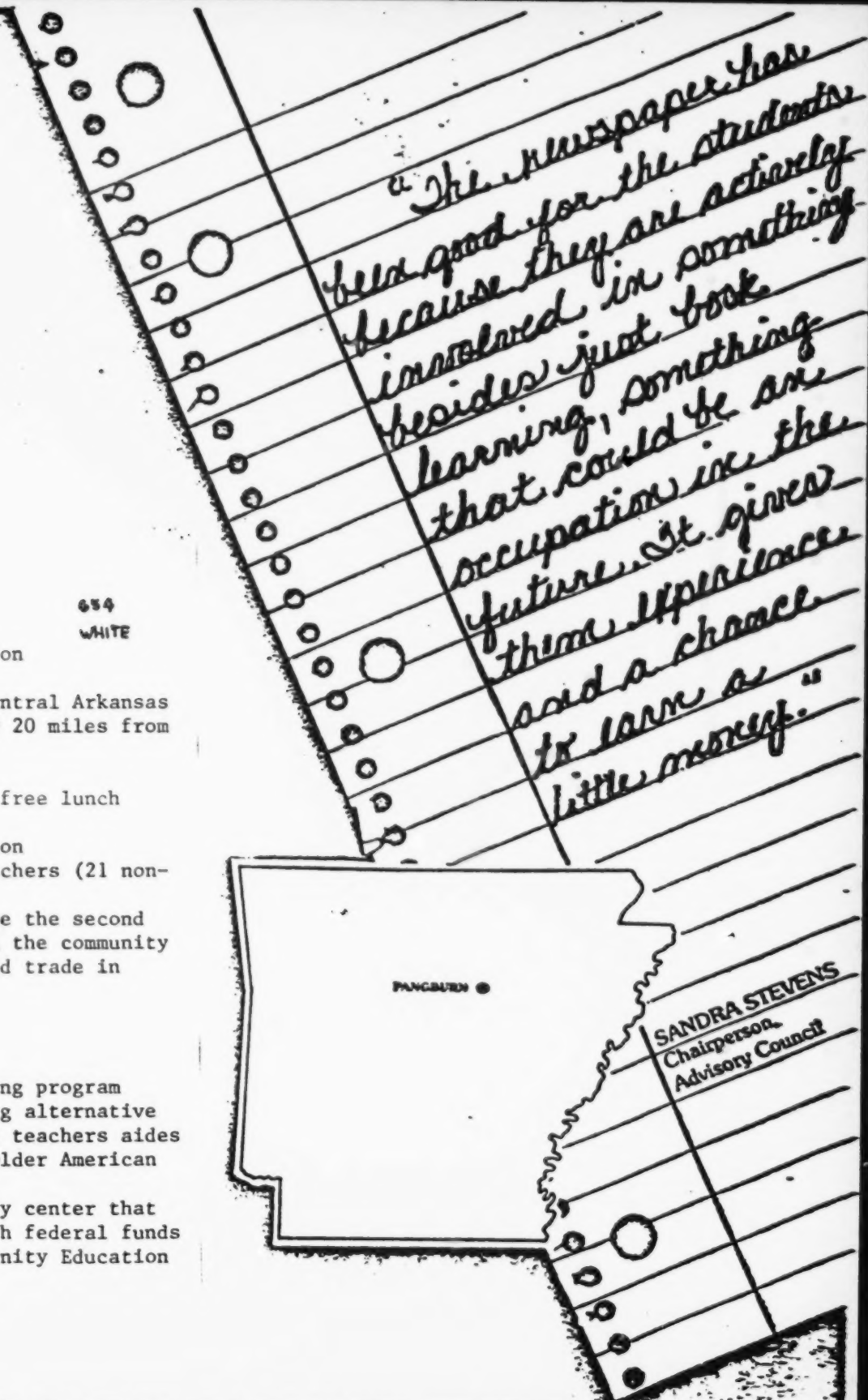
1. NOTE: Throughout this evaluation report, the terms "School-Based Development Enterprise" (SBDE) refers to the general concept of profit-making ventures and community services operated by a school district. The term "School-Based Development Corporation (SBDC) refers to the organizational structure under which a school district operates the business ventures and community services. The organizational structures are different in each of the five situations described.
2. Brooks County School District, located in Quitman in southern Georgia, has established a unique school-based development corporation. Under the leadership of Superintendent H. G. Wells, they are operating a swine operation, a day care center and a computer service. For information you can contact Superintendent Wells, Quitman, Georgia, or Dr. Paul DeLargy, Innovative Enterprises, Inc., 410 Base Tree Road, Valdosta, Georgia 31601 (912-247-8067).

"The school-based development enterprise idea has the potential to become the kind of comprehensive strategy needed to combat rural youth problems. Properly implemented, these school-based development enterprises will be able to integrate the functions of an economic development program, a manpower development project, and a vocational/career education program."

Many lessons have been learned by everyone involved during this initial year of operating SBDC's. First and foremost may be the hard reality that the phrases, "turning a profit", or "keeping in the black" bring home to us. The Mammoth Spring High School Principal, Ron Estes, may have summed it up best, "Proper management, I guess, is the bottom line."

Many of the lessons learned are vividly described in the narratives taken from on-site personal interviews. Some of the lessons do not have a happy ending. However, the narratives and the comments of those interviewed are further documented by technical and financial information in the latter section of the report that generally support what the people have suggested.

Readers, please take the time to read the narrative of each SBDC. They are unique and tell an interesting story that may make the rural school the most vital factor in the economic survival of five rural Arkansas communities during the next decade.



PANGBURN

Population: 654
County: WHITE
Community Information

Located in north central Arkansas a bedroom community 20 miles from Searcy Arkansas

- 45-50% students on free lunch program
- 100% White population
- 600 students 35 teachers (21 non-certified).
- School districts are the second largest employer in the community Most people work and trade in Searcy

SCHOOL PROGRAMS

- Comprehensive reading program
- Success in obtaining alternative funding sources for teachers aides through CETA and Older American Act
- Operates a community center that was constructed with federal funds
- Comprehensive Community Education Program

"The newspaper has been good for the students because they are actively involved in something besides just book learning, something that could be an occupation in the future. It gives them opportunities and a chance to learn a little money."

SANDRA STEVENS
Chairperson
Advisory Council

PANGBURN

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The people of Pangburn wanted a weekly newspaper.

They got it, the first for the community in more than 60 years.

The Little Red River Journal is a best-seller. Combining news and nostalgia, it appeals to everyone in the community and to those in the outlying areas, some of whom contribute news items and columns to its pages.

The Journal is written and published by the students in the School-Based Development Enterprise program. The editor, Ray Rains, (also the project director) is an experienced newspaperman.

The Journal has an advantage most papers don't have—the advertisers come to it. Perhaps it was the timing, during political campaigns, but the students have not had to do any selling yet. With a little push in this direction, a going out and getting it, the Journal might cover its costs and turn a profit.

The subscription price is $7 in the counties which feed the school district, $8.50 in other parts of the state, and $10 for out of state. This latter category is growing as former residents of White County see an issue or get a gift subscription from a friend or relative. Letters to the editor from all over the country attest to its popularity.

Every issue has a Page 1 picture of a family or event of a bygone era, and some are sprinkled throughout the other pages. An example: "Elmer and Jessie Collins. Date Unknown." Elmer and Jessie are riding in a horse-drawn surrey (no fringe) with large wooden wheels, the surrey standing in what looks like a pretty muddy road.

Another shows "The Early Whitten Family", four adults sitting in the front row, the women in long skirts and upswept hair; five teenagers standing sedately on the back row. Papa, wearing a bow tie, holds tow-headed baby on his knees.

The newspaper business combines education and economics, as it is supposed to do. The students learn to write and edit in a creative writing class and receive credit for working on the paper. They get experience in all departments, business as well as news.

Bill Richardson, one of the students, had little interest in school until he began to work on the Journal. He was a capable student, but his grades did not reflect this. Now, say his teachers, he is motivated.

Bill considers the student publication successful because it "sells plenty of copies". He adds success also is reflected in the growth of the number of copies sold and by the fact that the people of the community like the paper.

When he started, Bill didn't have any idea how a newspaper was made. But he has learned to write stories, type on the computer, set type, and do layouts.

Can the Journal become self-sufficient and make enough money to be worth running in the community?

A student answers: "If people don't get tired of it. You know, most people start out buying it because it's Pangburn and we have a business now—something they can be proud of—but after a time they might get tired of it, or bored, and want bigger and better things."

The Pangburn students who work on the paper know what SBDE means.

One says, "It's to help us kids later on and let us know something about how a newspaper works and things like that for kids who are interested in journalism. I know it's working through private grants in schools."

And another, "I think it's because it's a good experience for kids that want to learn other experiences, help them in the future. If they plan on working for a newspaper or would like to, it gives them some idea what it would be like."

All the students have been exposed to all tasks—writing, setting type, pasting up, some even taking pictures and developing them. Their comment on editing is interesting: "Our teacher edits when we are through, she does grammar and things like that. Mr. Rains (the editor) doesn't do editing in that way. He stops articles he doesn't think should be in the paper."

They get assignments for articles or they write what they want. And if the editor doesn't want it—he throws it out.

The staff thinks the paper has improved, because "we are learning more about it."

"We're learning more. We're learning how to keep it straighter."

And where are they learning that?

"From ourselves . . . From experience in making papers."

They think the paper will continue. Said one boy, "I believe it could be self-sufficient. Everyone is giving an awful lot, but they're not giving everything. If we were self-sufficient, I imagine everyone would start giving everything. Right now, I don't know."

One of the students interviewed plans to go on to college. "I'm going to get all three degrees."

Bill Richardson, who is turning out to be a pretty good newspaperman, isn't sure yet. He is just waiting to see how everything turns out. And one of the girls is going to college to study computer programming—a follow-up to her newspaper experience.

The SBDE Advisory Committee was selected by the superintendent of schools. Members who were appointed in 1979 are continuing. The students are replaced as they graduate.

The committee helped compile the information for the community surveys to determine the direction of the SBDE program; it helped lay the groundwork for the newspaper and it gives full support to the school and the students.

"One of the strengths of the SBDE advisory committee is how well they work together," said a Pangburn spokesman. "The committee is very supportive in all endeavors of the school. Being made up of all types of citizens, it gives a viewpoint from all areas of the school district. They represent the feelings of the school patrons and speak in behalf of those they represent."

Other adults also volunteer their services to the Journal. They send in news items and features, and (it could only happen in Pangburn), the Honorable Darrell Hickman, a justice of the Arkansas Supreme Court, often drops by to set type and help paste up the weekly edition.

To Sandra Stevens, the local postmistress and chairperson of the Pangburn SBDE Advisory Council, "The newspaper has been good. It's good for the students because they are actively involved in something besides just book learning, something that could be an occupation in the future. It gives them experience and a chance to earn a little money."

Judon Murphy was a little skeptical at first, but the paper has gone over "with a boom" and the students are taking more interest in it than he thought they would. He also had some reservations about the school's operating the enterprise with such a low budget and with an editor who was good in his field but an unknown as a businessman.

They give credit to Ray Rains, the editor, for the success of the paper. He does a lot of work and the popular nostalgia features are his. For years he has been collecting old pictures and old names of the towns and communities. "It just catches the people's eye. It's something they can relate to from way back. And a picture that, well, they'll know the name of or they'll know something about it, or they've seen this in times gone by."

Sandra Stevens measures the Journal's success by its reception. "You know, the people are at the post office right at the time they know the paper is going to hit the post office. They are looking forward to that. They know when it's going to be there, and they are expecting it."

The SBDE concept is based on identification of need and matching it with an enterprise or service. At Pangburn, the persons who first began discussing the matter in 1980 kicked around a number of ideas and seemed to like the newspaper best. The chairperson visited the project at Mammoth Spring and another Advisory Council member remembers that the staff from there came to some event at Pangburn to take pictures and interview people, and "the kids from there were all high on the paper thing."

SBDE backers see an advisory council as the glue that keeps the project together; it provides leadership in the beginning and is responsible for staying with it, evaluating and supporting it as it progresses.

For the future, the Pangburn council thinks it should keep informed, have regular meetings, involve other leadership from the community. With the paper getting along as well as it is, the council members are now looking at the possibilities of printing books and annuals and expanding into the photography business for such things as school pictures and studio photographs.

Editor Ray Rains is the good news of The Little Red River Journal. As one Advisory Council member musically puts it, he's the bow on the string, the necessary ingredient. Rains sees the School-Based Development Enterprise Corporation (SBDEC) as the only way to run this little newspaper, because the corporation is accountable for the money. Without the SBDC, it wouldn't and couldn't last, he said.

He thinks the Journal has the potential to be at least a break-even kind of operation over a three-year period, that it can operate as a business and in the black, or at least on a balanced budget.

To do that, it will have to have personnel that can do the work right the first time, so that he doesn't have to do it over. That could be a problem with the students, who are learning the business, but the students themselves say they have learned a lot, that they are doing better and that the paper has improved.

Also, Rains said, you have to keep the readers interested, so that they will continue to subscribe. And you have to have 54 percent of advertising to break even. If you build that up to 60 percent, the additional 6 percent is profit.

This spring, Journal ads brought in about $360-370 a week, but many of them were political, one-shot items. The lowest income was $75-$135 a week, which just barely paid for the printing. The 12 pages cost $103 a week; the eight pages had cost $70.

On an income of $1200 a month, and printing costs of $412, the Journal is slightly in the black.

Rains would like to do job printing, for extra income, but the Journal doesn't have the equipment. Unlike Mammoth Spring, which is the only paper in its county, the Journal is not likely to get the job of printing the delinquent tax list, because White County has seven papers. Mammoth Spring made $480 for printing the tax list.

Although Rains wishes for personnel who already know the business, he understands that the students are an important part of the program. Some are not in the creative writing class, but, he says, they love the work, and "as long as they can learn one iota, they've gained something."

Editors don't like to leave the newspaper office and go sell advertising, or do it on their own time, but Rains has done it. He is addressing this need, and his solution is to have one or two students take the job and give them a percentage of the cost of the ad.

Joyce Vandiver had taught creative writing, but when the SBDE students enrolled in her class, she shifted the approach to journalism to accommodate them.

She had some doubts in the interview that her concept of the program was clear, but her answer indicated she understood it: "I understand it as being an enterprise which is designed to integrate a business with the school. I think it's designed to involve at least a certain number of kids so that they get training and on-the-job experience and that eventually they will learn enough so they could be employed in this type of situation, that eventually it will become self-sustaining, and the kids will stay in the community."

She found it difficult to grade the students because she was not trying to teach them quality writing, as she would in creative writing, and it became more a test of quantity, on the number of stories they wrote for the paper. She did correct their work for punctuation and sentence structure and, by grading down if they failed to turn in assignments, she taught them responsibility.

That's one change she would like to see next year—teaching and grading for quality. She agreed she might need help from the newspaper staff in setting up her guidelines.

She thinks the paper could become self-sustaining but questions whether it will retain its present appeal. She thinks it could last if it had good leadership and if it were separated from the school, being run as a business but still hiring the students and training them.

Asked about the possibilities of other businesses for the area, perhaps another SBDE idea, she mentioned the tourist industry. A lot of people come to the area for trout fishing in the river and the lake. There are some bait shops, but that industry is seasonal. An eating establishment might have some appeal.

Pat Rose, the high school principal and SBDE advisor, thinks the Journal is fulfilling one of the goals of the program—keeping rural youth in the community--but he thinks they might move on now to another business, to train and retain more.

Rose sees a need for the school administration and the advisory council to have a better understanding of what the other does. Rose, superintendent Jerome Browning, and the bookkeeper, Charlsie Baker, all recommend more planning before any more enterprises are started. Their priority is the school schedule, and they want SBDE to fit into it.

Like the others interviewed, the school people saw the change in some of the students on the newspaper staff.

Said Rose: "We thought we could pick those students who would receive the most from the newspaper, but I think we missed quite a few because I've had kids come up to me and ask why they couldn't be involved. We have a couple of kids who aren't what you'd call straight A students, and I think their grades have improved by being involved in this. I think one thing we need to work on is the screening of these students."

Do they want to take on more enterprises? Not until they get more help. They would like to have somebody at the paper who could train the students to sell advertising and somebody to teach them the business and so that the students, instead of the school staff, could handle it.

MOUNTAIN PINE
Population: 1500
County: GARLAND
Community Information

A lumber company town located 15 miles southwest of Hot Springs in the Ouachita Mountains adjacent to Lake Ouachita

1/2 population employed by Weyerhaeuser Company and 1/4 population work in Hot Springs industries. A large retirement age population

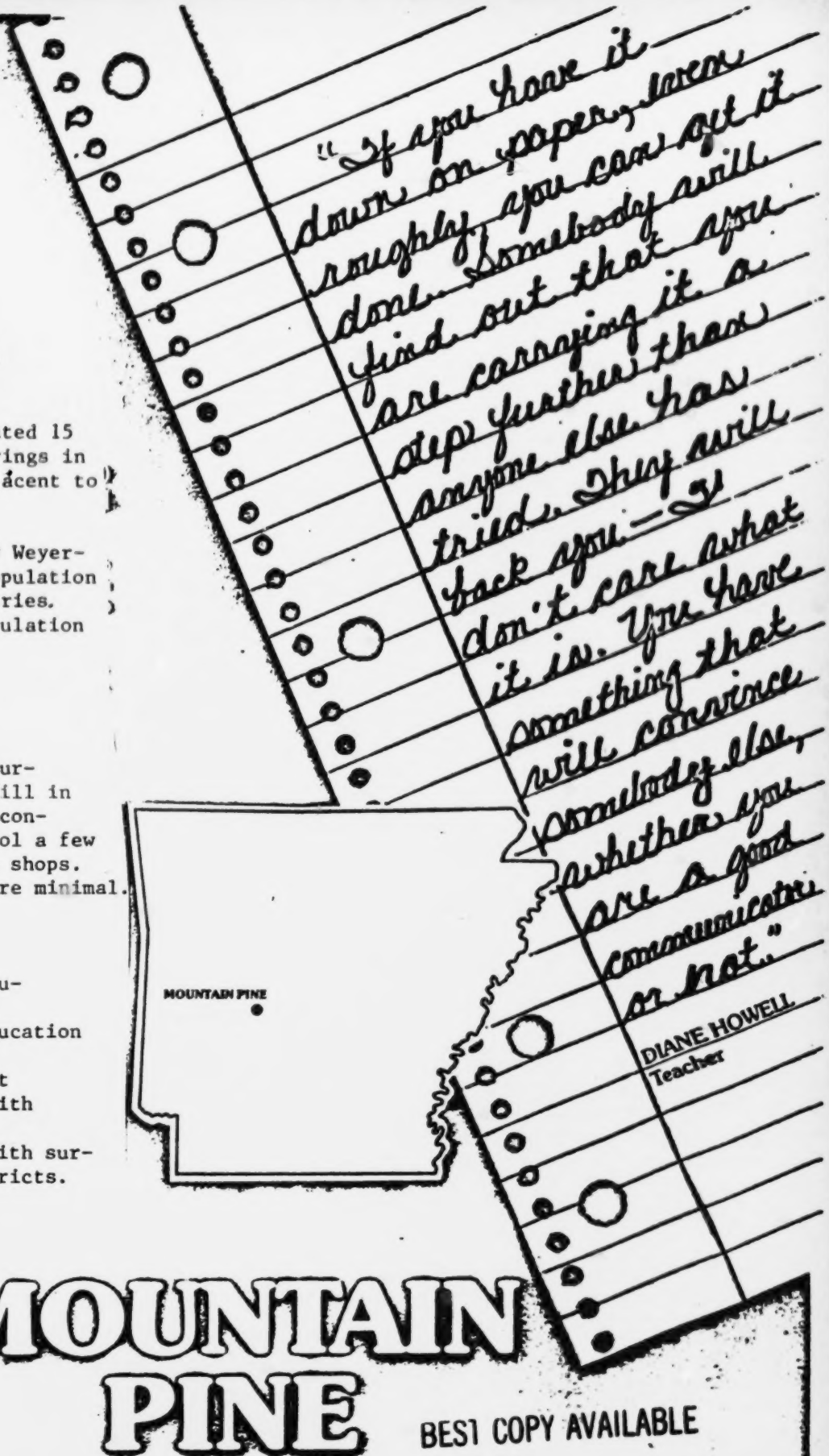
90% + white population

676 students 36 teachers

Weyerhaeuser Corporation purchased the Mountain Pine Mill in the early 1970's The town consists of the mill the school a few stores a bank and two bait shops. City government services are minimal.

SCHOOL PROGRAMS

Comprehensive Community Education Program.
Community Environmental Education Program
Gifted and talented project
Cooperative arrangements with Garland Community College
Cooperative relationship with surrounding rural school districts.



MOUNTAIN PINE

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SKATETOWN is living proof that Mountain Pine has gone through the School-Based Development Enterprise process and come out with a profit-making business.

Skatetown fills a need for a recreational service that serves the youth of Mountain Pine and the families who come to the area during the summer for camping or fishing or other outdoor vacations.

A feasibility study, done by the students themselves, pointed to the need for a recreational service. One girl came up with the idea for a skating rink in an old school gym. The students helped get the gym in shape. When the adults couldn't decide between two good applicants for a manager for the rink, the students took that on too, in a professional manner. They interviewed the applicants, evaluated them, and chose one. This summer they are working at the rink, running the concession stand, helping the manager and getting paid for it.

The all-girl operation (they came into SBDC through the child-care class) ran into the usual opposition.

"They" said it wouldn't work. "They" didn't believe the girls could open a skating rink in the old gym.

"Some people said it was going to be nothing but trouble, because they thought there would be drinking and drugs in there, but we have rules and if they don't abide by them, out they go. To me, it helps the young people to have a place to go. There is nothing to do around here except school and to run up and down Mountain Pine."

They did their feasibility study by going out to the community and other skating rinks and to libraries. "We asked all the questions that we wanted to know and no one minded answering."

To make it successful, they said, "We've all got to work together and know what is going on, keep people interested, and keep in touch with what the other skating rinks are doing as far as competition."

They got a little business training when they found they would have to buy skates. They called places and priced different skates, just as any business person would do.

The thing that worries them most is that the Weyerhaeuser lumber mill, on which the town's economy depends, might shut down; a second concern is that people might lose interest.

Business is booming this summer, but if it falls off, the girls will follow the advice of fellow student, Carla Smith: If you have something that you want to try--go with it and stick with it. Don't give up--you never know if it will go through or not, but try anyway. It won't hurt.

Diane Howell is a home economics teacher at the Mountain Pine high school who worked with the students on school-based enterprises, a child-care center and Skatetown.

To her SBDE means "entrepreneurship training"—giving a student the opportunity while he is in high school to be exposed to the actual world of work by owning his own business and seeing a business or service that would provide for the community. Hopefully, it leads him into a situation where he can stay in the community and watch it grow, and be a part of it.

The two projects seem to stem from a consumer education course that Diane took. In it, she learned how to do an economic-based study to get a picture of what a community looks like. Talking with the Community Education director and the advisory council, she learned that they wanted a child-care service for the community to help the four-year-olds coming into kindergarten.

"I saw an opportunity for my program to expand and I jumped on it," she said. She wanted her students exposed to child-care service training in a real-life situation, but in something that also would be an occupational opportunity. At first, it "looked fantastic", with the possibility of 100 percent support from county government, the CETA program and the county Community Service Office.

Then, Reaganomics struck.

"Yes, Reaganomics. It turned the whole picture around to where we were down to zero resources except for the foundation grant money."

However—there already was a day care center in Mountain Pine, run by the Harvey's Chapel Baptist Church. Using the SBDE concept of school and community cooperation, Diane Howell arranged to have eight of her students work at the center. They got at least four hours a week experience (the girls called it "serving time") at the day care center or the kindergarten, and they worked with bed babies and toddlers, with the pre-schoolers (2½ to 4) and most of them chose to stay with the kindergarten the last semester, because they had seen how vitally important it was.

At first, the students didn't get a warm reception from the little ones at the day care center. "They were scared of us. I was scared too," said Kim Ward. "Now, when you walk in, they say 'All right, Kim's here' and jump up and run toward you."

Debbie Varnell says they would do a lot more if they had the time. They rush from one class to the center, then have to rush back to another class before the bell rings.

They get credit in the home economics class for their work in the child-care lab.

In their needs study, the girls visited other day care centers to find out how to start one, how to operate it, and how many children they could handle. Then they surveyed the community, to see how it would go over.

Their desire for their own center ran into a problem—finances. And that's how Skatetown was born.

A representative of the Delta Foundation at Greenville, Mississippi, gave them an outline at the ACEDA business planning workshop; and in planning Skatetown, they followed it "one, two, three, because we just didn't know where to go and he gave us all the answers."

Paul Roberts, the superintendent of schools, told them there was no way it would work. But by January, when it all began to fall together and word spread about the research they were doing, even before they had completed their presentation for him, Roberts had already changed his mind.

The business plan was the selling point and, said Diane, "It sold faster than we really wanted it to be sold." They were aiming at October; the more they planned the more it looked as if they could open in April. Howard Boutee, from the Delta Foundation, reviewed their plan and his evaluation gave them a lot of self-confidence. They realized, Diane said, that they had come a long way and they could feasibly open for the summer.

Skatetown operates under the sponsorship of Mountain Pine Educational and Economic Enterprises, Inc., a private non-profit corporation established by the school and community leaders. It has a board of directors and it receives the foundation grant money. The students act as an executive committee which makes recommendations to the board on how the money is to be spent.

This way, says Diane Howell, allows the students to make mistakes. For Skatetown, their recommendation went to the corporation board which then submitted it to the school board.

The Corporation keeps the books and takes the risks, but the students have a matching set of books so they can learn that end of the business.

If she had it to do over again, what would she do differently?

Diane Howell: "If you have it down on paper, even roughly, you can get it done. Somebody will find out that you are carrying it a step further than anyone else has tried. They will back you—I don't care what it is. You have something that will convince somebody else, whether you are a good communicator or not.

"The kids are finding that out too. The paperwork is 90 percent of your game. If you don't do that, and walk in cold turkey, everyone looks at you like you have lost your mind. And they convince you that you ought to do it their way instead of you convincing them to do it yours. I think that is the greatest success of the whole program.

"It will work. Now how big it will be is to be seen."

Willie Wright, a member of the Advisory Council, has heard only good about the skating rink. "They all say it's a place where my kid can go and I'll know where he is, and I don't have to haul him to Hot Springs to go skating. The church groups who go to Hot Springs can use it, and it's going to keep the money in our community."

She thinks the skating rink will give the adults in the community an idea of other things that can be done. She is sure they will drop in to see how it is doing and, if anybody wants to listen, will offer their own ideas on how it should be run.

She believes the rink will draw people who are camping out in the parks (15-20 thousand a season) and from Hot Springs Village, an area on the back side of Lake Ouachita where "they have absolutely nothing". The village is about eight miles away, closer to Mountain Pine than to Hot Springs.

Linda Scott, another council member, agreed that up to now the council's role has been more of just watching.

Ron Looper, the elementary school principal and advisor for Mountain Pine Enterprises (the SBDE corporation), participated in this interview. He said SBDC is one of a number of spinoffs from the original Community Education Advisory Council. Three Advisory Council members are School Board members now. Also, there was an elementary activity association formed and clubs (band boosters, athletic) are forming at the high school. All of them, he said, are thinking that this process is the way you make things happen.

Right now, in accordance with the MPEEC Inc. by-laws, the Corporation Board is made up of

- two school board members
- the superintendent of schools
- a representative of the Community Education Advisory Council
- one high school student

The Corporation Board has learned a lot about legal matters, since it has applied for state corporate approval, IRS (501) (C) (3) status as a tax-exempt organization, and exemption from state sales tax on the concessions at Skatetown.

Ron Looper, the elementary school principal and SBDE advisor, said it was a problem at first separating "service", which the school is, and "business", which the SBDE ventures are designed to be. That was the main question asked of the Advisory Council—about planning a business and looking at it in terms of profit and loss.

The Mountain Pine Educational and Economic Enterprises, Inc., is structured to be flexible, to get away from a service-oriented concept, so that the corporation could take its money and not be controlled totally by a school board that is service-oriented, that is obligated in terms of goods.

The school board, said Superintendent Paul Roberts, was all for the concept but didn't want to get tied to a losing proposition. "They are like most people, they are public elected officials, and as long as everything is making money that is fine and dandy, but they didn't want to get blamed if it fell through. Now they are all enthused about the skating rink and they are telling me there is no way you can miss. They may be wanting to take a little credit where credit is not due. They wanted to back off and say you take the facility (the gym) and you do something with it and we will look at it later."

The relationship between school and corporation is that the school provides the facility for the skating rink and an old classroom for an office. It is expected that if the cost of utilities goes up, profits from the rink will pay the bill.

If it is necessary later, the school can charge the corporation a lease fee to pay for maintenance. But right now, Roberts said, "we are going to take all the money made in the skating rink and really make it top notch before the school starts charging anything."

If it makes "tons of money", the school board will charge the corporation. If not the board will consider it a community service; the corporate board considers it a business.

They made a mistake in thinking of the day care center as a self-sustaining project, Roberts said, because it costs too much to operate. He sees the skating rink as the money maker, supporting a community service—day care.

As for the link between education and economics, the day care center and the child-care class take care of it. This past year, for the first time in Arkansas, the State Department of Education funded the home economics teacher (Diane Howell) for one period a day (about $2000) to supervise the child-care lab. Until they came to Mountain Pine and saw what was happening the people in the department and in the Vocational Department resisted the idea.

In the second year of SBDE, Roberts said, the school will look at career orientation classes, which encompass 15 job areas, with the idea of showing them the businesses that are run by the corporation, how it started, how to keep the books, how it makes a profit. John Howell, Diane's husband, is the business teacher. The class is required for ninth graders. It will include textbooks, on-the-job training, and doctors, lawyers, other speakers related to the 15 areas.

MAMMOTH SPRING

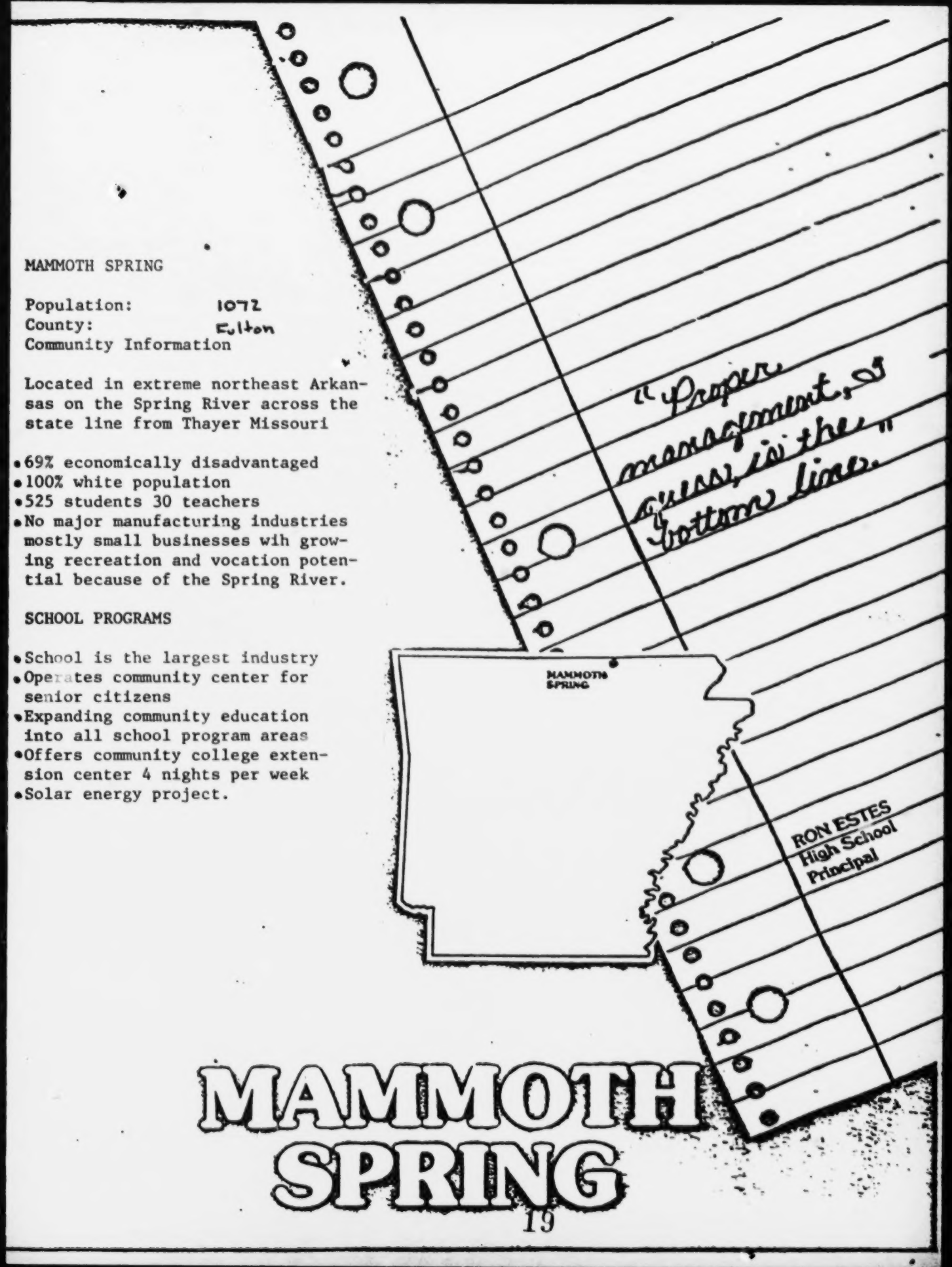
Population: 1072
County: Fulton
Community Information

Located in extreme northeast Arkansas on the Spring River across the state line from Thayer Missouri

- 69% economically disadvantaged
- 100% white population
- 525 students 30 teachers
- No major manufacturing industries mostly small businesses wih growing recreation and vocation potential because of the Spring River.

SCHOOL PROGRAMS

- School is the largest industry
- Operates community center for senior citizens
- Expanding community education into all school program areas
- Offers community college extension center 4 nights per week
- Solar energy project.



MAMMOTH SPRING

In October, 1980, Mammoth Spring jumped the gun. While others in Arkansas were studying and planning, they created a school-based enterprise, the Mammoth Spring News Leader newspaper.

In December 1980, an article in the financial section of the Sunday Arkansas Gazette tells what happened:

"With no journalistic background, a dream and $600, the principal and 10 seniors at Mammoth Spring High School have started a weekly town newspaper. The principal, Ronald Taylor, said he wanted to create a productive enterprise in a rural area that would not compete with local business but would help students learn marketable skills."

The idea for a newspaper for Mammoth Spring came out of a few informal discussions, with consideration of very few other businesses and with very little planning in advance of its implementation.

In its year and a half of operation, the paper is publishing every week, the community likes it, and it appears to have a future.

Two objectives were not met in 1981—the students who worked on the paper were not receiving classroom instruction for which they could get scholastic credit, and they did not receive the training that would help them get a job later. They did get credit in 1980 because the principal, who was director of the program, was certified to teach English. He left the school system in the summer of 1981 and there was no director the past year. The man who has been the volunteer editor was not certified to teach.

The first year, all the student workers were seniors and were in an English class taught by Jo Kay Smith; she could help them with their writing. This year, they are volunteers and are from all levels—seniors, juniors and sophomores—and are not together in one class that could be related to SBDE.

From June 1981 to April 1982 the editor was a Mammoth Spring graduate who had worked on the paper his senior year (1980-81). He himself lacked the training he needed and he was not able to train the staff. He did most of the work himself.

In May, 1982, the Advisory Council interviewed applicants and recommended a person to replace the student editor. Byron Davis, the person hired, has had a lot of newspaper experience; he had lived in Mammoth Spring before and recently returned; and he likes to work with students.

Both adults and students interviewed spoke of the need for experienced professional leadership if the business is to continue.

Another change, this one made in December, 1981, was the restructuring of the SBDC Advisory Council. Those who began work on the project actually were the advisors for the Community Education program. They were a rather informal SBDE committee, but in December the superintendent, Otey Greene, recruited seven people who said they would be interested in serving. They try to meet once a month, and are beginning to understand what their role is.

The new Advisory Council had no part in the decision to terminate the student editor, but it interviewed the applicants for the job and made recommendations to the superintendent.

One member, Carol Kissee, who had attended an Arkansas Community Education Development Association workshop on business planning, was enthusiastic about the idea of a training session for the council, to define their roles and responsibilities. This member also had done volunteer work at the paper, setting type and helping with layout, and knew more about the operation than the others did.

Other persons in the community have been involved, including a senior citizen who writes articles regularly and a former teacher who "writes bits and pieces for us".

Mr. Compton, a noted fisherman in the area, wrote a fishing column for three weeks, then he quit. No one knows why. They hope to get him involved again in 1982-83.

The paper covers community news and reserves one page, usually Page 3, for school activities.

You need look no further than a student, Tammy Crawford, for an assessment of the future of the Mammoth Spring News Leader.

Said Tammy: "Well, what will happen really depends on who is running it. If someone responsible runs it, it might do real good."

Theresa Price agrees. It could become self-sufficient, she thinks, "if someone else was running it that knew more."

Tammy and Theresa are two of the 12 students who work at the newspaper when they can. They began as typists then learned to read proof and do layouts. Theresa worked there in the summer under the CETA program, then continued during the school year. They can only do school stories because their time is limited and they can't leave school to go out into the community.

The first year the students were paid a little; this year, they receive neither credit nor money. Hopefully this can be rectified by the employment of an adult editor qualified as an English teacher.

Theresa defines the staff as "the best students", meaning the program is not serving one desired SBDE purpose of motivating those who are less than "the best" or attracting dropouts to return to school and learn a trade.

Tammy and Theresa have no plans to continue as journalists. Tammy is going to cosmetology school this fall and Theresa will go to Southern Missouri State University and major in business.

Mike Willison, another student, takes his study hall time to work at the paper. He has worked after school and at night, when they are behind on production or when it has to be addressed for mailing. He doesn't think the paper is making money now but thinks it might if it was run by people with training.

Learning on his own, Mike has mastered typing, writing stories, layout work, and proofreading. None is hard for him, he just doesn't have time to do it.

For the first time in his administrative career, Superintendent Otey Greene has people coming to him to volunteer to serve on an advisory committee.

During the fall semester, the SBDC committee actually was the community education committee. SBDC required more direct support than it was getting. Greene set up a new committee, choosing members who had been involved in SBDC and some from the administration. Joining him in making choices for the members were the high school principal, high school counselor, and the vocational teachers.

The original organizational chart put the superintendent below the Board of Education and the people in SBDC looked to the principal for their immediate direction. Greene would prefer that SBDE be directly responsible to him, because the principal has too many other duties. He wants the Advisory Council linked to his office, and "feels comfortable" with the council and the newspaper editor dealing directly with each other.

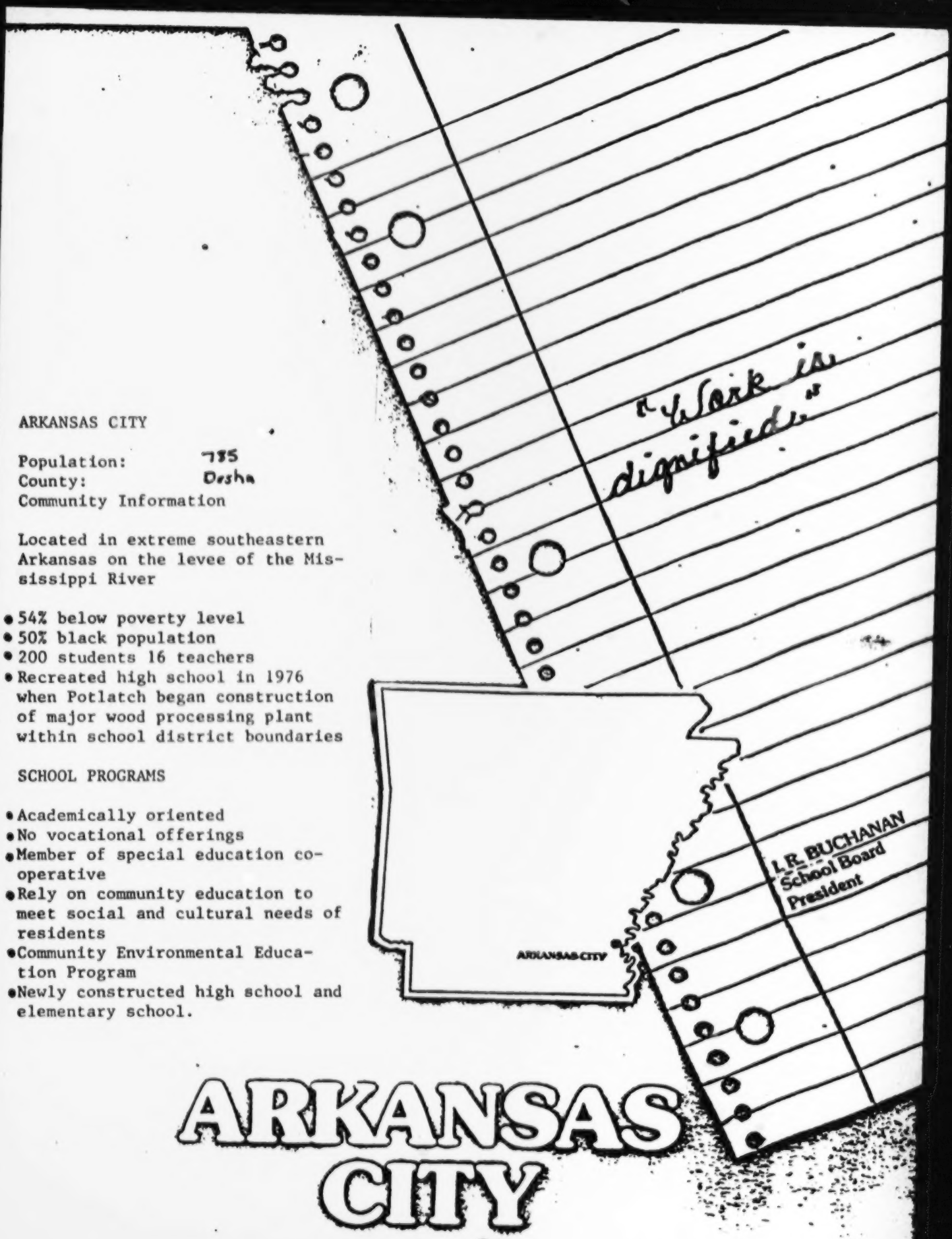
What would happen if the newspaper became self-sufficient and a feasibility study indicated that other enterprises might be initiated? Greene thinks the corporation would need an executive director, a program supervisor responsible to him.

Under consideration now is a five-year plan to make the paper self-sufficient. Also being considered are:

- A writing class for 10th, 11th, and 12th graders who have a B average or better and who work on the newspaper. They would receive credit for this class, but not for English or creative writing.
- Involving business students.
- Increasing contacts with residents of the community who can write articles of special interest.
- Performance standards.
- Job printing.

Superintendent Greene and Ron Estes, the high school principal, think the SBDE concept has a lot of potential for Mammoth Spring. The problems with the student news editor may have set them back some, Estes said, but "If we can get in the black, I think it can be very beneficial to our curriculum here at the school. Also, it can provide some funds to start up other enterprises—possibly sell this one and start another one later. So, I think it does have a future. I think it's very important that we get a handle on our own right now, or we're going to lose it all. Proper management, I guess, is the bottom line."

Greene agrees. "I think it's got a future because we've got too many people outside the school, people in the community, who are very interested in it. People have contacted me over the past three or four months and said 'please do something, don't let this thing fail.' This is the greatest opportunity that we have ever had to succeed with people helping us like they have. We're at a break-even point right now . . .".



ARKANSAS CITY

Population: 735
County: Desha
Community Information

Located in extreme southeastern Arkansas on the levee of the Mississippi River

- 54% below poverty level
- 50% black population
- 200 students 16 teachers
- Recreated high school in 1976 when Potlatch began construction of major wood processing plant within school district boundaries

SCHOOL PROGRAMS

- Academically oriented
- No vocational offerings
- Member of special education cooperative
- Rely on community education to meet social and cultural needs of residents
- Community Environmental Education Program
- Newly constructed high school and elementary school.

ARKANSAS CITY

Roland Brown is a student in the School-Based Development Enterprise program at Arkansas City.

He sees it as "trying to start jobs for students, to make money and put their money back into the program."

Arkansas City has two ventures—a Handi-Man Employment Service with students doing odd jobs for local residents, and a Photo Lab, where they learned to take pictures, develop negatives and print film and are providing the school and community photography service. Both businesses are expected to continue and expand. The goal is for the students to run the businesses under the supervision of a teacher or another adult from the community.

Tina Fletcher, a student, was hired in June, 1981 as interim coordinator. With Superintendent Madge Youree and Principal Alvis Hooks, she organized the Handi-Man program and held weekly training sessions.

She served as the telephone contact person handling requests from the community and assigned the jobs to the SBDE students. She also was responsible for keeping the books and the files.

The experience taught her responsibility of management, office practices, bookkeeping skills, and telephone courtesy.

Handi-Man signed up 19 students for work last summer, with 25 scheduled to be involved the second year. They mowed lawns, raked leaves, trimmed hedges, plowed gardens, and helped people, especially senior citizens, move from one home to another. They made $1430 and 10 per cent of that was retained by Handi-Man for job referral.

The students made a little money for themselves and put money back into the business, but they also learned—to sell themselves as the product in this type of service, to be responsible, and to be honest and courteous.

Some of the students in Handi-Man were also in the environmental science class, for which they received credit. Handi-Man provides one-half credit as an elective and a half-credit for the photo lab is being considered.

Alvis Hooks, the high school principal, was in on the beginning of SBDE and has been close to it as it developed. His comments pretty well sum up the feelings of all the subjects interviewed.

He sees a close link between school and Handi-Man, Inc., between learning and doing. He said the students received a lot of "hands-on" learning and also were able to make some money that they could call their own. He found the participants more dependable.

"They've had an opportunity to step up and know that they receive employment and the grounds on which they receive employment, and they are more trustworthy. I've found they really enjoyed Handi-Man and the photo lab.

"If they continue to progress, they could become adept at it (photo lab) and there is some money involved in something like that. Maybe after a period of time one of these youngsters could take this program over."

The students did not receive pay for their work in the lab the first year but they will get one-fourth of a unit of credit.

Hooks seemed agreeable to the idea of expanding the service, taking school pictures, photographing community events, and perhaps expanding into the other school districts.

The Advisory Council in Arkansas City plays three roles—it serves Community Education and SBDE, and, for the time being, is the advisory group for the study of reuse of the old school building. In the other four towns, the community education and SBDE councils are separate.

In the school district's self-evaluation, it was suggested that perhaps the council was too large, with more than 25 active members, and that from this group five or six members could be selected to be the SBDE council. This is being considered for 1982-83.

Hooks said that he, the superintendent (Madge Youree) and the Community Education director (Penny Callison) thought that the program was not publicized enough in the beginning and that that was one of its shortcomings. Also, he hesitated to include lawn mowing on the Handi-Man list because several senior citizens did that and he didn't want to compete. But the area was "wide open" for washing windows, cutting shrubs, washing cars, things like that.

Handi-Man customers complimented the student workers. Wrote one lady: They did an excellent job and they were bright.

"One of the things we stress is being polite and taking criticism if there is any offered," Hooks said. "I think that's a real big aspect of public relations on the youngster's part."

The students told the interviewer that they couldn't run the business themselves. Then, asked if they could with supervision, they thought they might. Hooks agreed.

"I think the actual ongoing of the program should be placed to a great extent on the youngsters' shoulders. I'm not really sure that the school administration other than being the base, should be over-actively involved in Handi-Man, other than making sure that certain elements exist in terms of public relations, in terms of good rapport, in terms of satisfaction.

"I think the youngsters should feel like this is 'our' program, that success or failure should fall on them. I think that they can with the proper training and assistance."

What about the future?

Hooks: Probably if you ask me that a year from now I could give a little more accurate answer. I think we just skimmed the top last summer. I think the youngsters may want to take over Handi-Man; others can run the photo lab. I think there are several things we can offer the community, and I'm enthusiastic about it.

"One thing we might do is for me or the superintendent or the coordinator to sit down with these youngsters and give them some expectations and some goals that we will try to reach during this year, and just go from there.

"There are a lot of youngsters who are walking the streets who I know want to make a contribution, and I think that throws the ball back in our lap in terms of coming up with something that's not only useful to them but also useful to the community."

Superintendent Madge Youree: If it is an ongoing activity, if it is continuing, if it produces either a product or fills a need of the people, and if you're able to keep it in the black . . .. From an administrator, that's a real important thing, that it be ongoing and that it fill a need and that it stay in the black.

"I don't know that I would do anything differently. I just think we did all we could do; we had so many other things to do. Now that we are settled in here, I think it may be a different story. I'm thinking that Gene Gregory, who will be the new superintendent, will be very interested in this sort of thing. Not having to go through what we've had to go through these last several years, he may have more time and he probably will do a real good thing with that. I think he's a worker, he's a good planner, and I think he probably will."

To assure that the new superintendent fully understands the SBDC, the businesses involved, and the future plans, Mrs. Youree went over the Arkansas Community Education Development Association-Arkansas City SBDE contractual agreement for 1982-83 with him, and they jointly signed the contract.

Additional comments about the future:

Penny Callison, SBDE and Community Education Director: SBDE involves the students and the curriculum; hopefully, eventually you can tie it into your curriculum and you will have, if your business is successful, a sellable business that will be self-sustaining. I agree (with Mrs. Youree). The mark of success in any business is profit and the need that you fill. Of course, this concept is really unique in itself. I thought that maybe we were falling way behind, but compared to the other schools that are involved in this, it just depends on what you term 'behind', or what your measure of success is. They have all had problems, some of them have started slow, some of them have had to start over, one of them is having to let its business go by the wayside completely because of leadership and management problems. We've laid the groundwork here in Arkansas City and I feel it has been relatively successful so far. It will take a lot more, as far as groundwork is concerned."

Mary Alice May, a member of the Advisory Council: You never know about the future, because many small businesses start out and later on they fold, and then many of them grow, snowball, and catch on and add a great deal to the community. So I'm expecting this to do the same."

I. R. Buchanan, president of the school board: I'm encouraged about the growth of Arkansas City, in that I call your attention to the fact that you can look around at all the communities in our vicinity of maybe 50 miles, 60 miles, or 100 miles around us—who else can boast of a lighted softball field with all the things that are needed for a tournament; who can use senior citizen buildings that are to serve the senior citizens and the community; and who can boast of new

streets and new sewer and water systems and a brand new school building that's capable and built for the use of 400 students? I don't think you'll find another community like it. So, I am encouraged that because of what Arkansas City has done in the past two or three years, it (SBDE) is bound to continue, if the Advisory Council and the other citizens will cooperate and look at it from a standpoint of the future. We are to forget the things that have gone by and look forward to the things that are ahead. I think we have a great future."

Laura Bell Glasco, a member of the Advisory Council: SBDE means jobs for the kids. I think it's a nice experience for them because it teaches them how to do their work well. They go out in the community and do whatever there is to be done and they are informed by their supervisor to do a good job, otherwise they might not be hired again. They also learned that you must put something in in order to get something out. Eighty percent of their earnings go to them and 10 percent to the Handi-Man business. There are a lot of people in this community that have been helped by this business. I think it will grow even larger in maybe another year's time.

Yes, Arkansas City is a town with potential.

Turning that potential into opportunity is the continuing challenge they face.

During the past year, the high school finally moved into new facilities. The School Board has been looking at the reuse and preservation of the old high school building. A study was prompted by the completion of a new high school for Arkansas City, leaving an unoccupied three-story building which originally was an elementary school built in 1910.

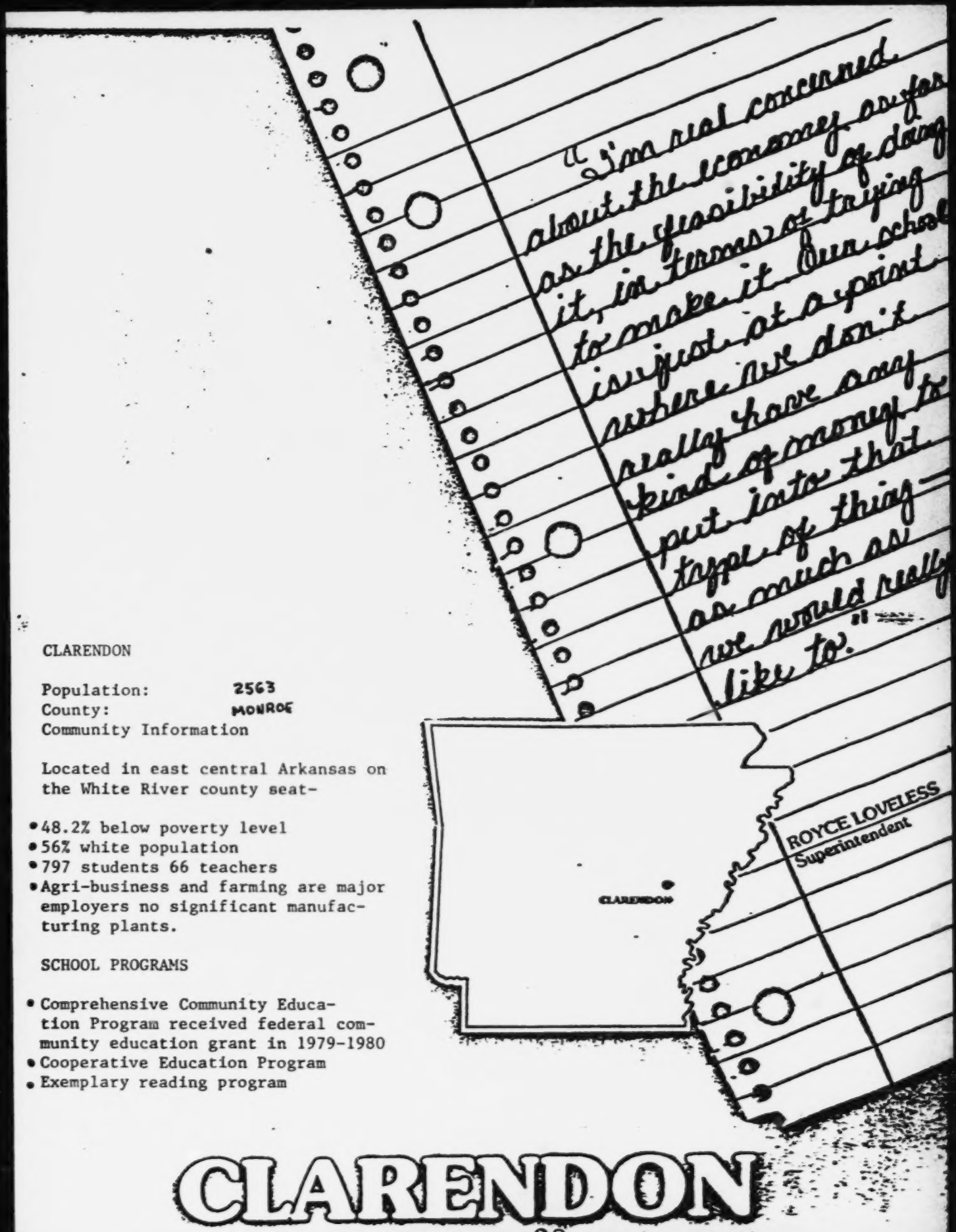
Five possible uses have been suggested:

1. Community museum
2. Community Service Center
   (health clinic, art studio, child care, courthouse annex)
3. Regional jail
4. Commercial offices
5. Apartments

A plan was drawn up by a committee established by the School Board with help from the Council on Educational Facility Planners, Columbus, Ohio, and a Little Rock architect, Joe Johnson. The architect's report said that, as a reflection of the needs voiced by most of the people contacted and as a result of the survey of personnel at the Potlatch paper mill, the most apparent use for the building would be conversion to eight apartments.

The Arkansas City School-Based Development Corporation could be involved by signing a contract with the developer to manage and maintain the complex, for a fee of 10 percent of gross income. Through Handi-Man, the corporation might develop a maintenance contract. The money from the sale of the school building could be used to further expand the corporation's business ventures.

This format would offer students the opportunity to learn first-hand how an apartment complex is managed and provide a base for part-time work opportunities, the study said.



CLARENDON

Population: 2563
County: MONROE
Community Information

Located in east central Arkansas on the White River county seat-

- 48.2% below poverty level
- 56% white population
- 797 students 66 teachers
- Agri-business and farming are major employers no significant manufacturing plants.

SCHOOL PROGRAMS

- Comprehensive Community Education Program received federal community education grant in 1979-1980
- Cooperative Education Program
- Exemplary reading program

CLARENDON

Did Clarendon just fizzle out, or was it just a case of lack of communication and economic circumstances beyond its control?

Viewpoints vary.

Terry Orr, the director of the School-Based Development Enterprise program resigned in April. He's quite bitter. One other teacher who voluntarily worked on both ventures also resigned.

"We had a beach and we had a theater," Orr said. "The community wants this sort of thing right now, because they are trying to get industry into this little dying town. We need something to attract them. So we had these two recreational things which they should have supported. Some of them did and some of them didn't."

Clarendon had a change of superintendents, and Orr thinks it doomed the program. Arkansas City is changing superintendents, but the new man is expected to support the School-Based Development Corporation totally, just as his predecessor did. Evidently in Clarendon this wasn't so.

"We have gone from a superintendent who was an avid supporter of Community Education and who was for two years on the Board of Directors of the Arkansas Community Education Development Association to a new man who is a good person but who knows nothing about community education or the school-based development idea, and we have gone from one of the foremost things in the school to nothing."

For awhile, though, Clarendon had two seemingly successful SBDE ventures going--the Merlu Movie Theater open on weekends and a start on the rejuvenation of a public beach on the White River. On the Fourth of July, 1981, the City Council charged admission to dirt track races at the beach and made $800. The City Council or the Lions Club sold fireworks and made money. The SBDE students sold hamburgers and hot dogs and made $500.

They kept the beach open during the entire summer, and about 25 students worked there. They had worked for a month before it opened without any pay—every day in the hot sun. They opened two weeks before July 4 and closed the weekend after Labor Day, and during this time they got paid. "They didn't strike it rich," Orr said, "but they were happy."

The theater had a double feature—twins Joan and June Woodard, two of the SBDE students. They helped get the movie house open and helped keep it running, working in the concession stand. The theater had been closed in 1981 and the students asked Orr what he could do about reopening it, so they wouldn't have to drive 20 or 30 miles to see a movie.

Seven or eight students worked, earning $7 a night.

Was it successful? Joan thinks so. "I thought it was coming along real good. The people who wanted it opened wouldn't come to see it. It was just something to put their kids in to get them out of their hair, you know what I mean? I'm sure parents do that a lot."

Two movies did attract adults—"Raiders of the Lost Ark" and "Halloween".

Answering separately or together, the twins agreed that the theater might open again, because the man who rents the films had expressed an interest. They said they would apply for jobs there because they have the experience, working in the concession stand and also keeping books. They also said the students liked the idea of having enterprises.

They saw two problems—even though businessmen and other community leaders supported it, they didn't show up, they didn't want to participate; and a lot of students have dates in the spring and plans on weekends, and don't want to go to the movie. More people come during the week in the winter months, they said.

The new superintendent, Royce Loveless, has an intellectual grasp of the concept of SBDC, but he can come up with a lot of reasons why he thinks it won't work. He blames the economy—it's a farming community, and the people have no money to spend, so SBDE suffered. He inherited the program and did not have as much contact with it as he would have liked. The beach project did involve several students but it didn't make any money. The Chamber and the Lions Club have tried to operate the beach and couldn't. The river floods the grounds and facilities, sometimes up to 26-27 feet.

The school didn't put any money into the beach project (still Loveless talking) because it didn't have any. They had borrowed $50,000 just to open the doors in August 1981. A lot of people are leaving the area, and the school is losing money because of the loss of enrollment.

The theater project could have been good but they started at the wrong time. It may go back to the economy—no money to spend. In mid-winter, people spent money on basketball games. Also, the weather was bad.

The kids ride the bus, and they can't get involved with SBDC.

Members of the Advisory Council work all day and they can't come back at night to work (at the theater).

What's the future for the SBDC concept in Clarendon?

Loveless: "I'm real concerned about the economy as far as the feasibility of doing it, in terms of trying to make it. Our school is just at a point where we don't really have any kind of money to put into that type of thing—as much as we would really like to."

Loveless doubts that community attitude contributed to the decline of SBDC. He said the people realize the school system has declined and that it needs help, and they voted in a one-cent sales tax that the school can benefit from in 1984. The buildings are deteriorating, teacher salaries and school funds are threatened, and they are cutting back on staff to try to live within their means.

Small businesses are closing in Clarendon. There is only one retail food store left—the Mad Butcher. Four or five stores have closed during the past year.

Note: The Chamber of Commerce and the Lions Club made more than $1000 on the Fourth of July celebration at the beach, according to Terry Orr, for an industrial park. The SBDC may have been directly or indirectly contributing to the long-term economic welfare of the community.

Charlene Fread is the kind of teacher that a teacher should be.

She doesn't have a title. She just pitches in. At least she did. She resigned and left the teaching field in May.

Charlene taught math at the high school and was on the SBDC Advisory Council. She just started helping them clean up the beach, and when Terry Orr couldn't be there, she filled in. She also helped at the theater.

Why? "To help the kids out. I thought it was a good program."

Was the program a success? She thinks it was very successful, but she is critical of the lack of support from the superintendent, from the school board members, and from the principal.

Community comments were favorable, especially from the mothers. "A lot of mothers were glad we were doing something for the kids that they could do and work at and places for the kids to go."

Charlene never got any thanks, and that wasn't why she was doing it, but it hurt her really bad when "they" (the school board) decided to drop the SBDC. One local newspaper reported it was dropped because of "lack of interest".

If you want to close a project, say it lost money.

That's Terry Orr's comment after the school board closed out SBDC.

Before he made his recommendation to the board, and before the board terminated the School-Based Development Corporation, Superintendent Loveless told Orr what he was going to say. This is Orr's version:

"He said he was going to tell them that since we were low on money in this program and since it affected only a relatively small group of kids (he was referring to the workers, and we had only 7 to 10 at the time), it just wasn't economically feasible in this area. I really don't know how he knew this because he never showed up down there (at the theater). Not Mr. Loveless, not one of the school board members—not once. They didn't come down to check it out to see if it was being run properly."

But there was support from the community. "The prosecuting attorney, who used to be on the Advisory Council, he thought it was great. Our mayor thought it was great; one newspaperman who is not on the city council or the school board, he thought it was fantastic. He did a huge writeup on it."

The "lack of interest" rumor has not seemed to hurt. A buyer is interested in taking over the theater. He thinks it can make a profit.

Terry Orr insists the movie theater was successful.

And how does he measure success?

"The kids, I would have to say. The students who worked down there and the students who came every time. We had a standard crew from the high school and a bunch of them are the ones you see roaming the streets all the time. And instead of roaming the streets, they would be there. Workers and paying customers. Our workers learned not only how to work with other people, but how to do all sorts of little odds and ends that they never would have thought they would do—running projectors and keeping accounts. In fact, we started out with $1700 (from the school community education fund) and might have $600-$700 by the time all our refunds get in—to give back to them after six months of operation, in a business that takes $500 a week to run."

The final financial report shows the movie theater lost money. However, a Memphis theater management representative who rented the films to Clarendon said the theater had made it over the traditional slump months, the pre-Christmas period plus January, February and March when the weather is bad. He said if they could have hung on they would have made a profit during the summer. That's a national trend.

Orr also blames himself. He was working Monday through Friday teaching school and at the theater on Friday, Saturday and Sunday nights. Also he wasn't getting any recognition from the school. In addition, Orr and the SBDC Advisory Council tried twice to persuade the school administration to provide needed and available capital (ACEDA grant funds) to the theater during the initial spring slump, and both efforts failed.

The money was there, the grant for SBDC, but, according to Orr, Loveless wouldn't let them have it. Several of the Advisory Council members wanted to resign, Orr said, because they were afraid they would be held responsible for the money.

The theater closed on March 31 and all SBDC matters were terminated.

Clarendon had some local political problems too.

Orr explains it. "Well, of course this is one of the poorest areas in Arkansas. There are people who are trying to run for different and various offices around here. And since it's such a small town, everyone gets all involved and they try to sling mud and we had some people who were on various sides of issues, county clerk, tax assessor, different things. And these were members of the SBDC Committee.

It wasn't the community—all of them are still avid supporters, even the ones who have dropped out of it. It was all either personal or political. They dropped out because they couldn't be sitting at the same table, and this seems to happen in Clarendon quite a bit.

The school board should have spent the money by February 28, when the contract ended, but they terminated Orr after that.

Orr was asked if he thought the program should continue. "I had to think about that a good long time," he said. "I believe in the program, but I don't believe its money should be spent in a place where it will be misused and in a place where the director of the program will catch hell at every turn or just apathy, which is worse than hell. So I really didn't think it should continue."

It would work, he said, if the money was spent correctly.

"You couldn't get someone to stay with the job because you have a whole lot of work to do and no one seems to appreciate any of it. Not that I want a whole lot of slaps on the back, but after a while you need something to reinforce you."

It would have been great, he said, if they had employed a part-time person to operate the movie theater on the weekends, and if they had had some of the available capital up front, they could have paid for this person.

Right around Christmas, he said, they had $1700, then business slacked off, but they could have made it later if everyone hadn't been so tired. "Except for the kids--they would have kept it going. They wanted to keep it going and just run it themselves, but we couldn't do that."

The beach didn't break even because they couldn't charge admission because the existing restroom facilities did not meet state health standards. The SBDC ordered portable toilets for use one weekend, but they did not arrive.

On April 19 the Clarendon School Board met.

The Clarendon Sentinel reported in its April 21 edition:

> "The board voted to drop the School-Based Development Enterprise program that sponsored the operation of the Beach last summer and most recently reopened the Merlu Theater. (Superintendent Royce) Loveless said that a lack of interest and the fact that Terry Orr, program sponsor, was resigning at the end of the school year prompted him to recommend against the program next year."

SBDC's

TECHNICAL INFORMATION

- PANGBURN
- MOUNTAIN PINE
- MAMMOTH SPRING
- ARKANSAS CITY
- CLARENDON

PANGBURN SCHOOL-BASED DEVELOPMENT CORPORATION
FIRST YEAR EVALUATION REPORT

PART I - Goals, Objectives and Outcomes

Goal: To publish a community newspaper and make it a profitable business.

Objectives and Outcomes:

1a. Objective: Publish a newspaper utilizing students and retired persons in our community.

1b. Outcomes: High school students have worked on The Little Red River Journal since it began operations in September, 1981.

One senior citizen acts as the Editor/Advisor. Numerous community volunteers contribute articles to the newspaper.

3 high school faculty members are involved: A creative writing teacher, high school principal, and school bookkeeper.

2 CETA workers are employed under an on-the-job training program. One is a former student and one is a high school senior.

2a. Objective: Provide an educational program not only for students but for our community and the school district.

2b. Outcomes: A course, Creative Writing, has been added to the curriculum to provide students credit for working on the newspaper.

Students attended a summer journalism workshop at Arkansas State University - Jonesboro in July. Students also went to a one-day workshop at a Searcy photography studio.

Stuck and Snow Management Consultants held a one-day workshop on-site in February, 1982 on increasing circulation and advertising.

Students accompany Ray Rains, the editor, to the printer in Newport, Arkansas, weekly and observe the production.

DATE: April 19, 1982

PART II - FINAL FINANCIAL STATEMENT

Pangburn School District
(NAME)

4/19/82

REVENUE SOURCES	NON-BUDGETED SOURCES	BUDGETED	REC'D TO DATE	OUTSTANDING BALANCE TO DATE
BEG. BALANCE	-0-	-0-	-0-	-0-
PROFITS	-0-	1,500.00	-0-	-0-
PRIVATE GRANT	-0-	14,500.00	14,500.00	-0-
LOCAL (OPERATION)	-0-	3,000.00	5,737.00	-0-
Career Education	5,945.00	-0-	5,945.00	-0-
TOTALS	5,945.00	19,000.00	26,182.00	-0-

EXPENDITURES BY LINE ITEMS	NON-BUDGETED SOURCES	BUDGETED	EXPENDED TO DATE	BALANCE TO EXPEND
PRINTING	-0-	1500.00	1587.00	-87.00
POSTAGE	-0-	-0-	711.00	-711.00
SUPPLIES	-0-	1500.00	1898.00	-398.00
CAPITOL OUTLAY	5.945.00	4275.00	7578.00	2642.00
DIRECTOR + 1 employee	-0-	7705.00	7718.00	-13.00
MAINTENANCE	-0-	500.00	-0-	500.00
TRAVEL	-0-	2020.00	915.00	1105.00
TRAINING	-0-	500.00	201.00	299.00
UTILITIES	-0-	1000.00	-0-	1000.00
MISCELLANEOUS	-0-	-0-	-0-	-0-
TOTALS	5945.00	19,000.00	20,608.00	4337.00

* BUDGET SHOULD NOT INCLUDE EXPENDITURES FOR IN-KIND EXPENSES SUCH AS UTILITIES AND BUILDING MAINTENANCE.

BUDGET SUMMARY

TOTAL REVENUE RECEIVED TO DATE:	26,182.00
TOTAL EXPENDITURES PAID TO DATE:	20,608.00
CASH ON HAND:	5,574.00
*REVENUE UNREALIZED (ACEDA RECEIPT):	-0-
BALANCE TO SPEND:	5,574.00

Receipts and expenditures for April, May and June.

Attachment

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PART III - Comments

The Journal encountered many problems in its first year of operation. They ranged from a threat of a law suit by a newspaper in a nearby community to financial difficulties. The part-time contribution of the students and their limited time for work on the paper have caused a few problems. An advisor sees a need for a full-time reporter and a person to sell advertising.

The students receive credit in the Creative Writing class for working on the paper, but if they work more than the one hour a day, there is no teacher supervision for the extra time and they cannot receive credit.

One of the major problems is finding a way to pay the student workers; many have donated their time. Two consultants who reviewed the situation suggested that they be paid according to the work they do—a percentage of the ads they sell, payment for the amount of type they set or how much layout space they complete, rather than an hourly wage.

It is believed that a journalism department in the high school would increase the number of students participating.

The biggest expense is salaries, followed by supplies and publication costs. The editor receives $600 a month, more than was budgeted. Half the salary for a CETA worker was provided for 60 days; after that the Journal was required to employ her for at least three months.

MOUNTAIN PINE SCHOOL-BASED DEVELOPMENT CORPORATION
FIRST YEAR EVALUATION REPORT

PART I - Goals, Objectives, Outcomes

Goal: To develop economic and educational opportunities that provide youth and adults of the Mountain Pine area a means of community improvement that increases knowledge, employability and self improvement through planning, creating and operating business enterprises and community services based on needs of the community.

Objectives and Outcomes:

1a. Objective: Establish a year-round day care center for children within Mountain Pine School District which would provide social, physical and language development for pre-school children.

1b. Outcomes: CETA and Community Service Funds were cut back in Garland County. Approximately 50,000 slots for adult supervisory positions promised for the Day Care Center were eliminated.

As the best alternative, negotiated with Harvey's Chapel Baptist Church to use their child-care facilities and program as a means of carrying out the training situation and to use their facilities as an on-the-job training laboratory. However, the program has not been able to include additional low income pre-school children in the existing program.

2a. Objective: Train 30 high school students in Early Childhood Care through the Home Economics Department and training laboratory.

2b. Outcomes: 12 students participated in a new course in the high school curriculum. Juniors and seniors are eligible to take the Early Childhood Course. (1 credit for classroom study and 1 credit for work experience)

Although male and female students were encouraged to participate, no male students enrolled.

3a. Objective: Plan an additional profit-making enterprise for the Mountain Pine Educational and Economics Enterprises, Inc.

3b. Outcomes: Students conducted an economic feasibility and marketing study on the potential use of an old gym as a skating rink.

Students developed a business plan for the corporate operations of a skating rink which was approved by the Corporation Board of Directors.

In May 1982 Skatetown Roller Rink became operational with 10 students employed part-time. A part-time adult manager has been employed.

PART II - Mountain Pine Educational and Economic Enterprise, Inc.
(NAME)

REVENUE SOURCES	NON-BUDGETED SOURCES	BUDGETED	REC'D TO DATE	OUTSTANDING BALANCE TO DATE
BEG. BALANCE				
PROFITS				
PRIVATE GRANT		$14,500	$14,500	$ .00
LOCAL (OPERATION)				
TOTALS		$14,500	$14,500	$ .00

EXPENDITURES BY LINE ITEMS	NON-BUDGETED SOURCES	BUDGETED	EXPENDED TO DATE	BALANCE TO EXPEND
SUPPLIES		$ 500.00	$ 500.00	$ .00
CAPITOL OUTLAY				
Project I- Day Care Improvement to Bldg.		4,730.05	4,730.05	.00
Project II- Skating Rink-Improvement to Bldg.		6,269.95	2,475.00	3,794.95
TRAINING LAB		3,000.00	3,000.00	.00
TOTALS		14,500.00	10,705.05	3,794.95

* BUDGET SHOULD NOT INCLUDE EXPENDITURES FOR IN-KIND EXPENSES SUCH AS UTILITIES AND BUILDING MAINTENANCE.

BUDGET SUMMARY

TOTAL REVENUE RECEIVED TO DATE: $14,500.00
TOTAL EXPENDITURES PAID TO DATE: 10,705.05

CASH ON HAND: $ 3,794.95
*REVENUE UNREALIZED (ACCRUAL RECEIPT): _____

BALANCE TO SPEND:

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PART III - Comments

The initial business planning behind the day care center was sound in terms of thought. The downfall was being dependent on federally funded sources. No alternate funding (Plan B) had been thought out; however, a suitable program alternative was found. Students who were interviewed indicated that they hoped to operate a day care center under the corporation within the next two years.

The day care center experience has been a turning point in the school personnel's, students' and community leaders' understanding of the corporation's purpose, the benefits of systematic planning and profit-making ventures vs. community service activities. These are important steps in the evolution of the Mountain Pine Education and Economic Enterprises, Inc. and have made the Skatetown Roller Rink a successful venture.

MAMMOTH SPRING SCHOOL-BASED DEVELOPMENT CORPORATION
FIRST YEAR EVALUATION REPORT

PART I - Goals, Objectives and Outcomes

Goal: To create, under the auspices of the school, a productive enterprise which is designed to utilize rural youth as the primary work force and enhance their skills.

Objectives and Outcomes:

1a.	Objective:	Produce a community newspaper.
1b.	Outcomes:	The Mammoth Spring News Leader has been published every week since October, 1980.
		The editor/director has been a 1981 graduate of Mammoth Spring High School.
2a.	Objective:	Have 600 subscribers by the end of the first year.
2b.	Outcome:	Subscription rate stands at 300.
3a.	Objective:	Obtain job printing contracts.
3b.	Outcome:	Contracts for printing jobs have grossed approximately $2900. Printing contracts are negotiated daily.
4a.	Objective:	Expose local students to printing business.
4b.	Outcome:	12 students are engaged in the newpaper and job printing (1 sophomore, 6 juniors, 5 seniors).
5a.	Objective:	Motivate the students in developing better communication skills.
5b.	Outcomes:	No journalism class was offered during the school year because of lack of a certified teacher.
		The school superintendent, high school principal and an English teacher monitored the students' skill practice and offered instruction.
		Personnel conferences were held weekly on the students' skills.

DATE: 4/30/82

PART II - FINAL FINANCIAL STATEMENT

NEWSLEADER
(NAME)

REVENUE SOURCES	NON-BUDGETED SOURCES	BUDGETED	REC'D TO DATE	OUTSTANDING BALANCE TO DATE
BEG. BALANCE		471.71	471.71	0
PROFITS	5988.82		5988.82	
PRIVATE GRANT		14500.00	14500.00	0
LOCAL (OPERATION)		2500.00	2500.00	0
TOTALS	5988.82	17471.71	23460.53	0

EXPENDITURES BY LINE ITEMS	NON-BUDGETED SOURCES	BUDGETED	EXPENDED TO DATE	BALANCE TO EXPEND
PRINTING		1500.00	4661.45	3161.45-
SUPPLIES		2000.00	4847.45	2847.45-
CAPITOL OUTLAY		5000.00	4588.28	411.72
DIRECTOR		7000.00	3489.60	3510.40
MAINTENANCE		500.00	1520.35	1020.35-
TRAVEL		700.00	653.74	46.26
TRAINING		300.00	6.00	294.00
MISCELLANEOUS	5988.82	0	50.00	5938.82
TOTALS	5988.82	17000.00	19816.87	3171.95

* BUDGET SHOULD NOT INCLUDE EXPENDITURES FOR IN-KIND EXPENSES SUCH AS UTILITIES AND BUILDING MAINTENANCE.

BUDGET SUMMARY

TOTAL REVENUE RECEIVED TO DATE:	23460.53
TOTAL EXPENDITURES PAID TO DATE:	19816.87
CASH ON HAND:	3643.66
*REVENUE UNREALIZED (ACEDA RECEIPT):	0
BALANCE TO SPEND:	3643.66

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PART III - Comments

The Mammoth Spring News Leader ran into a problem when the demand for our newspaper by readers declined. Some steps were taken to correct that problem. Consultants Stuck and Snow reviewed their program in February. They advised in writing corrective procedures. The advisory council has become very active and has adopted the Stuck and Snow report as policy and procedure. The school district administrators have terminated the contract of the editor and employed an experienced adult. The board of directors has a very strong feeling about the success of the newspaper. The paper, in their opinion, is a great educational opportunity for many students, a community service, and an economic adventure that could be an asset for someone.

The long-range financial outlook is going to be just as good as the general business structure across the nation. As of now, costs are continuing to rise faster than receipts expand. Mammoth Spring plans on doing a better job with a budget as it gains experience. So far they have managed to keep within their budget. They must have the freedom to amend the budget during this learning stage or the program will be terminated. There are expenses in the program that never show up on the SBDE budget, such as heating and cooling utilities, some capital outlay, and the maintenance of the facility.

Newspaper quality is improving but the administrator of the district and a representative of the board say that its quality has not reached their expectations yet. They are determined that, whatever action becomes necessary, the newspaper is going to be a success story.

PART I - Goals, Objectives and Outcomes

Goal: To create productive enterprises which are designed for a rural school and community and employ the youth as a work force.

Objectives and Outcomes:

1a. Objective: Furnish jobs for youth of Arkansas City through a school-based employment agency.

1b. Outcomes: A Handi-Man, Inc. was organized in June, 1981. A summer pilot program was successful employing over 19 students.

In September 1981 the new high school building was opened. The transition created problems and delays in the business activities of Handi-Man, Inc. Despite these problems students earned a total of $1430. 10% was retained by the enterprise.

Handi-Man, Inc. is being restructured this spring to improve the business practices, contracts with students and potential customers and promotional activities.

Planning activities on the possible reuse of an old school building in Dec., 1981 and Jan., 1982 involved the school board, community advisory council and consultants from the Center for Community Educ. Facility Planning, Columbus, Ohio, and a Little Rock architect. As a result of this effort, the elementary school may be converted into an apartment complex. Handi-Man, Inc. may be contracted with for management and maintenance services for 10% of the rental income.

2a. Objective: Provide services to senior citizens in the community for health purposes.

2b. Outcomes: Completed house-to-house survey of all senior citizens. 15 people receive daily calls from school and community persons.

The city government completed construction on Senior Citizen Center; however, the facility is being operated as a City Municipal Complex. All tentative plans for the senior citizen program to be operated in conjunction with school programs have been dropped.

3a. Objective: Establish a photography laboratory and business for school and community use.

3b. Outcomes: The photography lab has been fully equipped with school district funds.

The high school science teacher has been instructing 10 high school students on weekends so that the quality of photography is good enough to compete with private photographers. ½ course credit is available to students.

Individual photo services as well as group photos for media purposes, community events, graduation banquets are now available; however the commercial aspects of the business have not yet reached their potential.

DATE: May, 1982

PART II - FINAL FINANCIAL STATEMENT

School-based Development Corp.
Arkansas City Schools
(NAME)

REVENUE SOURCES	NON-BUDGETED SOURCES	BUDGETED	REC'D TO DATE	OUTSTANDING BALANCE TO DATE
BEG. BALANCE				
PROFITS	273.00		273.00	
PRIVATE GRANT		14,500.00	14,500.00	
LOCAL (OPERATION)				
TOTALS	**273.00	14,500.00	14,773.00	

EXPENDITURES BY LINE ITEMS	NON-BUDGETED SOURCES	BUDGETED	EXPENDED TO DATE	BALANCE TO EXPEND
PRINTING				
SUPPLIES		500.00	255.16	244.84
CAPITOL OUTLAY				
DIRECTOR		10,000.00	5847.21	4152.79
Soc. Sec.		2,500.00	389.05	2110.95
MAINTENANCE				
TRAVEL		500.00	242.91	257.09
TRAINING				
Telephone		1,000.00	118.36	881.64
MISCELLANEOUS				
TOTALS		14,500.00	6852.69	7647.31

* BUDGET SHOULD NOT INCLUDE EXPENDITURES FOR IN-KIND EXPENSES SUCH AS UTILITIES AND BUILDING MAINTENANCE.

** Profit figures include : Actual deposit of 130.37-Handi-man,(Balance not deposited but on hand) 55.00 deposited from Aerobic Class and 75.00 on hand but not deposited from Photo-Lab.

BUDGET SUMMARY

TOTAL REVENUE RECEIVED TO DATE:	14,773.00
TOTAL EXPENDITURES PAID TO DATE:	6,852.69
CASH ON HAND:	
*REVENUE UNREALIZED (ACEDA RECEIPT):	
BALANCE TO SPEND:	7,920.31 (This figure does not include balance on Com. Ed. account or it's expenditures.)

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PART III - Comments

The Arkansas City School-Based Development Corporation has been the slowest to develop in terms of organization and selection of the best business enterprises for it to concentrate on.

The transition to a new facility, the June, 1982 retirement of the superintendent, and the school administration's hesitation to pursue Handi-Man, Inc. due to uncertainty of the tax structure and the school's responsibilities regarding withholding tax and social security have inhibited the growth of the SBDC in Year I. However, Arkansas City is a late bloomer. The potential for success is evident in the planning and decisions that are being made. These include:

- The employment of a SBDC Director with a business background in September, 1981.

- The creative planning completed in January, 1982 regarding the potential use of the elementary school as an apartment complex.

- The selection of a new superintendent who is supportive of the school-based development enterprise concepts and community education and is philosophically in tune with Arkansas City's community education philosophy started by Mrs. Madge Youree.

CLARENDON SCHOOL-BASED DEVELOPMENT CORPORATION
FIRST YEAR EVALUATION REPORT

PART I - Goals, Objectives and Outcomes

Goal: To establish an operation which can expand the scope of the current career orientation and General Cooperative Education classes into a kaleidoscope of more viable experiential education and exploration for the students and an economic boon to the community.

Objectives and Outcomes:

1a. Objective: Establish an SBDE Advisory Council in June 1981.

1b. Outcomes: Out of 12 members, 10 were regular and active during the 1981-1982 school year.

After the closing of the Clarendon Theater in March, 1982, some of them resigned and others stopped attending the meetings.

2a. Objective: Renovate and operate the Clarendon Swimming Beach.

2b. Outcomes: Student CETA workers and community volunteers cleaned the beach, repaired the roads and constructed facilities at the beach in June, 1981.

Clarendon Beach was operated from July 4 through August 30, 1982, by students.

3a. Objective: Plan and establish a photography lab in the high school.

3b. Outcome: No progress was made beyond the preliminary planning phase because they discovered there were no feasible markets at this time and no capital available for equipment.

4a. Objective: Operate the Merlu Theater using students in management and technical capacities.

4b. Outcomes: The Merlu Theater business venture operated from November, 1981 through March, 1982.

Fifty students applied for jobs. Nine students were selected based on their suitability for management, concessions and technical positions.

The theater featured top-flight films ("Raiders of the Lost Ark", "Arthur", "Stripes", and "Superman II"). However, due to the regular spring slack season and the bad weather in February-March, attendance dropped off. The theater closed during the last week in March, 1982.

The School-Based Development Corporation was eliminated by the Clarendon School Board in May, 1982.

PART II - CLARENDON SCHOOL DISTRICT
SCHOOL-BASED DEVELOPMENT CORPORATION

Overall Revenue & Expenditure Report

Line Item	Revenues: Non-Bud Sources	Revenues: Budgeted	Revenues: Rec'd to Date	Revenues: Outstanding Balance	Expenditures: Non-Bud Sources	Expenditures: budgeted	Expenditures: Expended to Date	Expenditures: Balance to Expend
Revenues:								
Beginning balance				-0-				
Profits	6932.00		6932.00	-0-				
Private Grant:								
ACEDA		14500.00	10554.00	3946.00				
Clarendon Chamber of Commerce	403.33		403.33	-0-				
Local		10000.00	2202.73	7797.27				
Totals	7335.23	24500.00	20092.06	11743.27*				
Expenditures:								
Director						14500.00	10554.00	3946.00
Other salaries					2760.00	6000.00	2760.00	6000.00
Advertising					240.28		240.28	-0-
Concession stands					1545.77		1545.77	-0-
Film rental					2024.88		2024.88	-0-
Supplies					416.20	2000.00	416.20	2000.00
Rent					800.00		800.00	-0-
Travel					35.00	1000.00	35.00	1000.00
Freight					386.56		386.56	-0-
Utilities					688.57		688.57	-0-
Repairs & maint.					107.00		107.00	-0-
Printing					125.00		125.00	-0-
Misc. business exp.					112.48	1000.00	112.48	1000.00
Totals					9241.74	24500.00	19795.74	13946.00

*Based on the action of the ACEDA Board of Directors, the Clarendon School District returned $2054.00 of the Foundation grant funds. Also they did not receive a final payment of $3946.00 from ACEDA in February, 1982.

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PART III - Comments

It is difficult to fairly interpret "why" the Clarendon School-Based Development Corporation failed during the first year as do 50% of the small business ventures in the USA.

The most appropriate way to look at the end results seems to be to analyze the particular SBDC organizational structure selected by Clarendon.

Jonathan P. Sher, the originator of the SBDC idea, suggested five organizational models. In stating the pros and cons of each model, Sher has these comments about the High School-Based Development Corporation which relates to the organizational model selected by Clarendon. Says Sher, "Yet, the high school CDC (meaning the community development corporation) concept is not devoid of drawbacks. The most obvious problem is that rural school districts, as a group, do not tend to be progressive, activist organizations. Without such characteristics, however, the high school-based CDC's operations will probably conform to the standard policies and practices of the school's other components. In such a situation, the blending of programs and resources ceases to be an instance of integration and cooperation and instead becomes simply a muddled example of co-optation."

The Clarendon SBDC had the danger illustrated by Sher. (See Chart 1, Page 40)

The former SBDC director stated it this way in his final report in April, 1982. "The problem of school status affected us (the SBDE) adversely. We were placed in the lowest rung of priority in the school; i.e., a program under a program (community education) in one branch of the school. We were basically answerable to everyone (in fact, we were supposedly subordinate to everyone) and no one. . ."

The lesson learned from this is to concentrate future planning efforts on structuring the SBDC organization within the school district as a separate entity. This is described by Jonathan Sher as the "Free-Standing CDC".

Another possibility might be the "Quasi-Public Model."[1] Sher suggests that this model, which is being attempted in Mountain Pine, Arkansas, has the advantage of "enormous flexibility".

In summary, the Clarendon experience offers us the example of what not to do in developing school-based development corporations in rural Arkansas.

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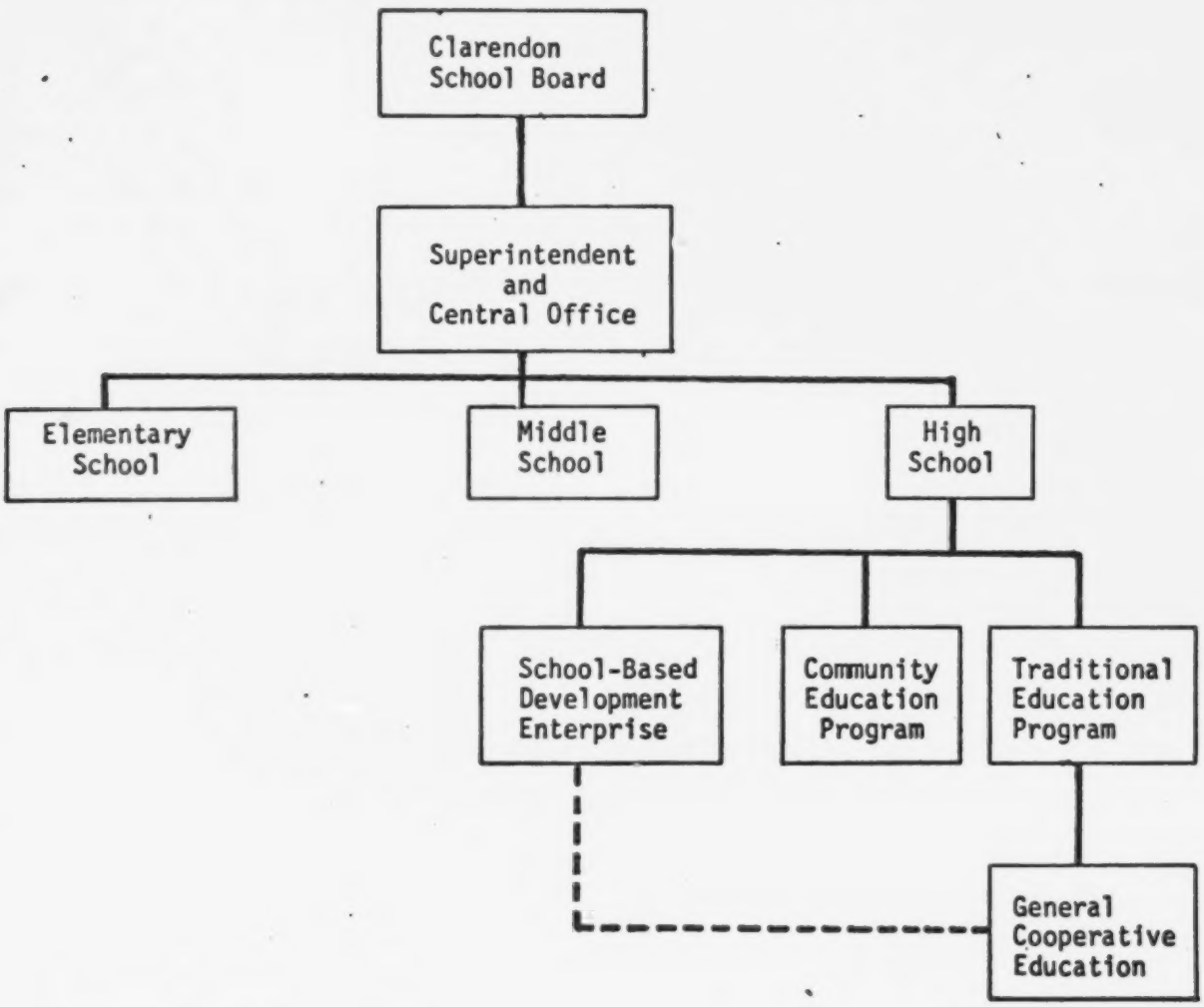
1. Sher, Jonathan, ed., Education in Rural America: A Reassessment of Conventional Wisdom. (Boulder, Colorado: Westview Press, 1977. pp. 331-332).

CHART 1

CLARENDON SCHOOL-BASED DEVELOPMENT ENTERPRISE



Arkansas Community Education Development Association

TECHNICAL INFORMATION

ARKANSAS COMMUNITY EDUCATION DEVELOPMENT ASSOCIATION FIRST YEAR EVALUATION REPORT

PART I. Goals, Objectives and Outcomes

Goal: Over a three-year period (1981-84) to stimulate the innovative use of resources to meet educational and community economic needs by demonstrating the effectiveness of school-based development enterprises in rural Arkansas.

Objectives/Outcomes:

1a. Objective: Negotiate and award subcontracts to school-based development corporations (SBDC's) in six Arkansas communities by April 15, 1981.

1b. Outcomes: Contract negotiations consisted of requiring the six local school districts to submit a local SBDC plan to ACEDA. The local plan contained:

1. Economic Base Study and Feasibility Studies
2. Operational Plan for an SBDC Business Enterprise or Community Service.
3. SBDC 1981-82 Budget

Contracts were received by ACEDA staff and recommendations were made to the ACEDA Board of Directors for contract awards of $14,500.00 for May, 1981 through February, 1982.

Five grant contracts were approved:

Pangburn	-	$14,500.00
Mammoth Spring	-	$14,500.00
Mountain Pine	-	$14,500.00
Arkansas City	-	$14,500.00
Clarendon	-	$14,500.00

The ACEDA Board of Directors voted unanimously not to award a grant to Dumas School District since it did not comply with the local planning requirements or have sufficient leadership commitments for the SBDE concept.

2a. Objective: Conduct organizational development training programs for six school-based development corporations by June 30, 1981.

2b. Outcomes: ACEDA conducted two formal training workshops for the five SBDC's during the 1981-82 grant year. The workshops involved five school superintendents, five SBDC directors/advisors, ten student workers, ten teachers and ten citizens.

The workshop subjects were:

Small Business Financial Development: Strategies for raising money and budgeting growth with special attention to the problems of under-capitalized businesses. How to evaluate financial perfomance and condition, how to project capital needs, and what sources are available to meet these needs. Developing credit and negotiating loans were also addressed. Learning the essential components in a business plan. Objective. To increase the knowledge and skill level of forty representatives of five School-Based Development Corporations regarding small Business Financial Development through a two-day training workshop.

When: December 1-2, 1981
Conducted By: Charles Bannerman, President, and Staff of Delta Foundation, Greenville, Mississippi
Where: Holiday Inn, North Little Rock, Arkansas

Business Planning: Continuation and refinement of the December workshop activities. Using the Business Plan components, each SBDC presented a preliminary Business Plan for existing or future business ventures. Group critiques and individual technical assistance were provided for each SBDC.

When: February 24-25, 1982
Conducted By: Howard Bountee, Director, Southern Cooperative Development Fund, Lafayette, Louisiana
Where: Winrock International Training Center
Petit Jean Mountain, Arkansas

3a. Objective: Monitor the effective implementation of school-based development enterprises in six communities by September 30, 1981.

3b. Outcomes: ACEDA monitored the SBDC's by contractually requiring three periodic reports during the grant year.

The ACEDA staff also made periodic on-site visits to each SBDC during the grant year.

4a. Objective: By March 30, 1982, document the initial effects of the school-based development corporations and the initial enterprises in six rural Arkansas communities.

4b. Outcome: This Year I evaluation report represents the documentation of the initial efforts of five SBDC's in rural Arkansas.

5a. Objective: By March 31, 1981, prepare and submit a minimum of three joint SBDC grant proposals to public and private funding sources.

5b. Outcome: Four grant applications and proposals were prepared during the grant year.

1. March 23, 1982 - U.S. Department of Education, Fund for Improvement of Post-Secondary Education

2. July 27, 1981 - U.S. Department of Education, Community Schools and Comprehensive Community Education Act

3. November 16, 1981 - Charles S. Mott Foundation 2nd Year Continuation Proposal

4. November 16, 1981 - Winthrop Rockefeller Foundation Continuation Grant Proposal

Three of four grant proposals were funded:

-U.S. Dept. of Education, Comm. Education - $41,349
-C.S. Mott Foundation Continuation Grant - $64,125
-W. Rockefeller Found. Continuation Grant - $25,000

6a. Objective: By March 31, 1982, assist each local SBDC in preparing a minimum of three grant proposals to public and private funding sources.

6b. Outcomes: During the grant period the ACEDA staff has assisted three school districts with grant proposals which directly related to their SBDC's. They included:

-Pangburn - State Department of Education Career Education Grant - $5,000

-Clarendon - State Department of Education Career Education Grant - $15,000

-Arkansas City - Center for Community Education Facility Planning, Technical Assistance Grant

This objective was not achieved. The lack of federal grant opportunities in 1981-82 as well as the limited knowledge of private sector opportunities by the local school districts have initially inhibited this objective.

PART II - SBDE FINANCIAL REPORT

	ORIGINAL BUDGET	ADJUSTMENTS	ADJUSTED BUDGET	EXPENDITURES	PAYABLES	BALANCE
Mott Foundation:						
Executive Secretary	$ 6,000.00	-0-	$ 6,000.00	$ 6,000.00	-0-	-0-
Office Manager	1,500.00	-0-	1,500.00	1,500.00	-0-	-0-
Fringe Benefits	1,125.00	-0-	1,125.00	1,125.00	-0-	-0-
Brochures/Newsletters	323.00	[196.43]	126.57	126.57	-0-	-0-
Travel-E.S./In-State	1,164.00	[3.57]	1,160.43	1,160.43	-0-	-0-
Travel-E.S./Out-State	1,164.00	494.90	1,658.90	1,658.90	-0-	-0-
Travel-Planning Comm.	400.00	[294.90]	105.10	105.10	-0-	-0-
Community Grants	63,324.00	-0-	63,324.00	49,875.00	-0-	$13,449.00
TOTALS	$75,000.00	-0-	$75,000.00	$61,551.00	-0-	$13,449.00
Rockefeller Foundation:						
Brochures/Newsletters	$ 324.00	-0-	$ 324.00	$ 324.00	-0-	-0-
Consultants	1,000.00	-0-	1,000.00	1,000.00	-0-	-0-
Community Grants	23,676.00	-0-	23,676.00	16,625.00	-0-	$ 7,051.00
TOTALS	$25,000.00	-0-	$25,000.00	$17,949.00	-0-	$ 7,051.00

Part III. Comments

The implementation of school based development enterprises in the five Arkansas school districts was enhanced by the training and technical assistance grant received by ACEDA from the federal Department of Education. All five SBDC's requested and received on-site assistance from consultants. The services included journalism experts for Mammoth Spring and Pangburn; planning and architectural services for Arkansas City; bookkeeping services for Mountain Pine and Clarendon; and legal services for Pangburn and Mountain Pine.

These technical services as well as the two Business and Financial Planning workshops conducted for SBDC representatives gave ACEDA the capability to provide professional business and management help normally not available to rural programs.

The first year evaluation process enabled the ACEDA and the local administrators to identify the following critical needs for the coming year.

1. Improving the overall management process of the SBDC's including:
   A. Clarifying the role of the SBDC advisory bodies.
   B. Improving SBDC bookkeeping and financial reporting systems.
   C. Increasing the adult staff through part-time paid staff or volunteers.
   D. Investigating the usefulness and feasibility of establishing SBDC's as non-profit corporations.

2. Raising additional capital for long-term growth and effectiveness:
   A. Developing skills as "public entrepreneurs".
   B. Leveraging existing private grant funds for loans, loan guarantees or other grants.

3. Building on the business planning skills obtained in Year I.
   A. Conducting more sophisticated feasibility and marketing studies for new business opportunities.
   B. Encouraging the SBDC Advisory bodies to be intensely involved in the continuous planning process.
   C. Continue to give students a leading role in the planning of business ventures.

4. Increasing efforts to structure curriculum for training students in SBDC or related skills.
   A. Integrate basic management practices into existing courses.
   B. Involve students from accounting and bookkeeping courses in SBDC financial matters.
   C. Continue to integrate local SBDC's with Career Education activities.

The most promising aspect of Year I's experience is the creative ideas that are perculating in each of the communities through the school-based development efforts. Each community now has a real "laundry list" of potential business ideas and services which they want to undertake through their school-based development corporation. These ideas will be narrowed down through the continued planned process during Year II.

Our vision is to have four profitable SBDC's with well managed, diversified business ventures and community services successfully operating by the end of 1983.